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ABSTRACT

This book has three major sections. It begins with a discussion of the philosophy, basic purposes, and program objectives approved by the State Board of Education. Steps in curriculum development and new programs and program modifications are described. The second section outlines the standards for the approval of institution for teacher education. In the third section standards for approval of teacher education programs are listed under the categories of general studies, teaching specializations, early childhood education, elementary education, and subject specializations. In each of these categories an introduction gives a generalized picture of the particular field under discussion. This is followed by program objectives for acquiring competency in the area. Statements included at the end of each specialization indicate the possible combination of components to build a complete teacher education program. The book concludes with a discussion of the West Virginia Plan for Licensure. It describes the types of certificates that are issued by the state and sets forth requirements for certification. (JD)

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STANDARDS
for the
APPROVAL
of
TEACHER EDUCATION PROGRAMS
in
WEST VIRGINIA

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Fourth Edition
1976

Daniel B. Taylor
State Superintendent of Schools

SP011 105

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FOREWORD

Teacher education is in a state of change. The past ten years have witnessed the development of two major thrusts which are challenging conventional models for the preparation of teachers. First is the question of who should be making decisions regarding the education of teachers for our public schools. Of special note here is the desire of the practitioner, the professional at work, to become involved in decisions regarding who is to enter the profession.

The second major thrust evolves from the improvement in research techniques which explore the impact of a teacher on the instructional climate of the classroom. The results of improved research techniques have made possible and have supported a growing interest in identifying teaching competencies and in judging the performance of teachers on the basis of competencies demonstrated and, in some cases, the consequences of their performance in terms of learning outcomes.

In keeping with these developments the West Virginia Department of Education, with the assistance of the profession, has designed new teacher education program objectives. These program objectives will provide direction for determining the legitimate roles of all those concerned with the education of teachers and, in addition, will support institutional efforts at developing competency-based programming. As such, they call for a careful examination of programs and roles presently being assumed by colleges, by public schools, and by others who aid in the education of teachers. To be sure, these new program objectives will require a deliberate and carefully planned change process to capture the best of what is happening in teacher education. The current approved program approach provides the climate through which the public schools, the colleges, and the West Virginia Department of Education may cooperate in improving teacher education.

The third edition of this document served as the basis for the initial on-site reviews during the second series of campus visits for program approval. The fourth edition is still considered a "working document" since the second series of on-site visits has not been completed. The standards for undergraduate teacher education which have been modified or adopted since 1974 are incorporated into this edition. When the second series of on-site reviews is completed, a thorough review of these standards and the procedures for program approval will be conducted by the West Virginia Advisory Council on Professional Development of Educational Personnel.

Daniel B. Taylor
State Superintendent of Schools

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Philosophy and Program Approval Procedures

Philosophy

The basic purpose of program objectives approved by the West Virginia Board of Education is to insure the competence of professional school personnel. These program objectives call for a greater emphasis upon the needs of the individual. Identified as the bases for supporting contemporary teacher education approaches, these objectives:

(1) continue and expand the approved program approach concept;

(2) focus on competencies needed by teachers rather than on a single program structured by courses and credit hours;

(3) support an individualized and personalized preparation approach;

(4) make possible opportunities for experimental and innovative programs;

(5) contain a field-centered emphasis;

(6) broaden the base of responsibility for teacher education by providing for a more extensive relationship between and among colleges and universities, public schools, the West Virginia Department of Education, and professional associations.

For the teacher educator, the primary thrust of the program objectives is to provide a basis for identifying the specified competencies needed by teachers. This assumes that the competencies to be demonstrated are derived from the program objectives and from descriptions of specific roles in the public school system. It is further assumed that all prospective teachers are not forced to fit a single pattern of courses or experience modules, but that provision is made for personalized programs of study that recognize individual needs.

Steps in Curriculum Development

Program objectives approved by the West Virginia Board of Education are the bases for the initial planning of any teacher education curriculum to be offered. The following steps should be observed:

(1) Conduct a needs assessment. On the basis of data gathered, make a decision on the current demand for a new program or for modifications in an ongoing program.

(2) Submit a letter of intent to the State Superintendent of Schools. This letter should state the desire of an institution to develop a new program.

(3) Conceptualize the role for which students are to be prepared. It is assumed that students, the profession, the public schools, and the colleges will be involved in this conceptualization.

(4) Specify competencies which are consistent with the role conceptualization to be achieved as a basis for exiting from the program.

(5) Select activities, including alternatives to permit individualization and personalization, that are designed for students to achieve competencies.

(6) Plan for the assessment of student achievement at key points while the student is enrolled in the program, at the completion of the program, and at a time when the student is gainfully employed in the role for which he was prepared. Data gained from the evaluation process should be utilized for improving the role conceptualization and for making future program decisions.

The responsibility for curriculum development rests with the institution of higher education. The curriculum development effort should involve a variety of personnel from such groups as the public schools, the profession, the student body and the community. Staff from the Division of Professional Development Systems will assist institutions in the curriculum development process by providing consultants and technical assistance. In order to provide continuing assistance throughout the development process, the Division of Professional Development Systems should be kept informed of the progress.

Authority of the West Virginia Board of Education for Teacher Preparation

Section 6, Article 2, Chapter 18, Code of West Virginia states, "The education of teachers in the State shall be under the general direction and control of the state board of education, which shall, through the state superintendent of schools, exercise supervisory control over teacher preparation programs in all institutions of higher education, including student teaching in the public schools, in accordance with standards for program approval stated in writing by the board." To be a legal operation, each teacher education program requires the approval of the West Virginia Board of Education.

Program approval by the West Virginia Board of Education shall include only those specific programs for which the college has requested and the West Virginia Board of Education has granted approval.

New Programs and Program Modifications

When a proposed teacher education program is submitted from a public supported institution to the West Virginia Board of Education for approval, the proposal shall include evidence of authorization by the West Virginia Board of Regents to offer the program. A letter citing affirmative action by the Board of Regents and signed by a responsible administrator of that Board will suffice. Private institutions will not be expected to secure approval of the West Virginia Board of Regents when submitting new programs.

Institutions desiring to submit proposals for teacher education programs must adhere to the "Steps in Curriculum Development" identified in this document. New program proposals shall be structured by the outline presented in the Curriculum Analysis Format. Proposals, new and modified, must be received by the Division of Professional Development Systems:

Not Later Than	For Initiation the Following
December 1	Summer Session
February 1	Fall Semester
July 1	Spring Semester

The development of teacher education programs to be offered by a number of institutions on a consortium basis must adhere to the "Steps in Curriculum Development" cited earlier. Before submitting new programs to be offered on a consortium basis, institutions should also review Program Objectives 2.5, 3.5, 3.6, 3.7, and 3.8 of "Standards for the Approval of Institutions of Teacher Education" located later in this document.

When making modifications in programs currently approved by the West Virginia Board of Education, institutions shall adhere to the adopted time table. If the program modification is major in proportion, the institution shall complete a new Curriculum Analysis Format as the basis for assessing the proposed change.

All new programs must have the approval of the West Virginia Board of Education before being initiated. Modifications of all programs must have the approval of the Division of Professional Development Systems.

When an institution desires to discontinue the offering of a teacher education program, the Division of Professional Development Systems shall be properly notified by a responsible administrator of the institution.

On-Site Program Review and Approval

Maintenance of the approved program status requires each institution to restudy and reevaluate its own programs, and arrange, through the Superintendent of Schools, for an on-site review by a Visiting Team at regular five-year intervals. The on-site review shall occur during the last year of the current approval period and may be coordinated with the campus visit by a team representing the National Council for the Accreditation of Teacher Education (NCATE).

Self-Study. In preparing for the on-site review by a Visiting Team representing the West Virginia Board of Education, each institution shall complete a self-study of its teacher education program. The basic purpose of the self-study is to cause the staff to assess on a regular basis the extent to which the teacher education goals and objectives are being accomplished. The self-study also serves as a resource curriculum guide for new faculty and as an advising instrument for students in teacher education.

The initial phase of the self-study shall be guided by the Institutional Analysis Format designed by the Division of Professional Development Systems. This format is based on "Standards for the Approval of Institutions for Teacher Education" cited later in this document. This phase of the self-study shall examine institutional standards which are operationalized in the form of "process-oriented" program objectives.

The next phase of the self-study should be guided by the Curriculum Analysis Format designed by the Division of Professional Development Systems. This format shall be completed for general studies, for each teaching specialization offered, and for professional education. Other than for general studies, this phase of the self-study should be completed at the department or division level. It is important to note that although the professional education Curriculum Analysis Report is completed at the Division level, each teaching specialization has involvement with this component of the teacher education program.

Completion of these phases using the appropriate formats will generate a set of self-study materials consisting of an Institutional Analysis Report and Curriculum Analysis Reports for the general studies, professional education, and each teaching specialization offered. These documents should communicate consistency across reports and within reports in terms of eight standards as shown in Figure 1 and described in the institutional standards on pages 8-15.

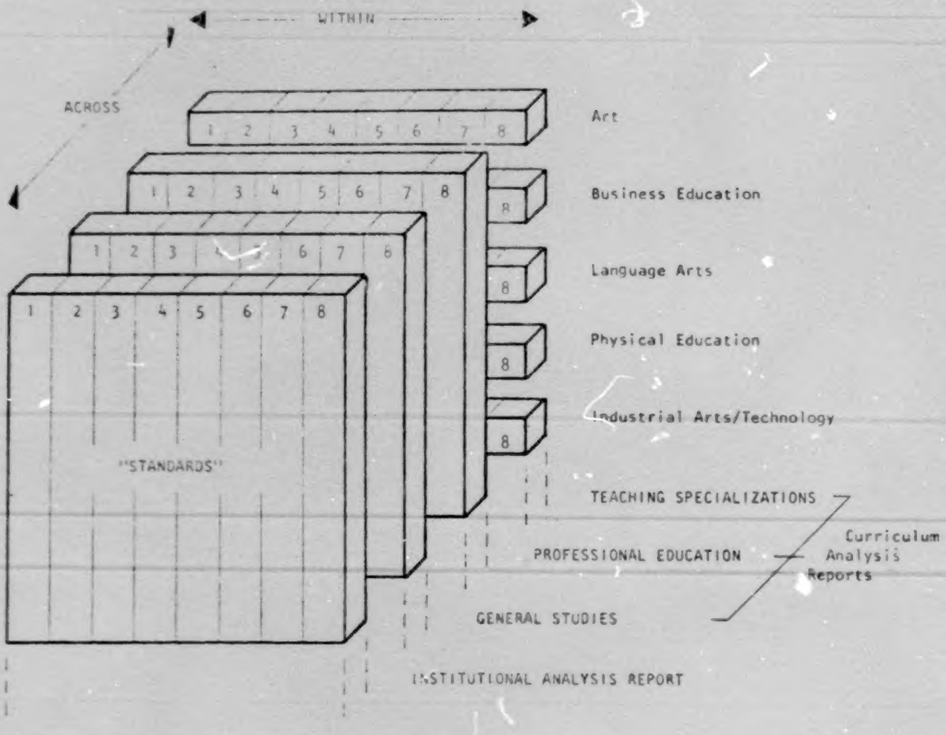
WITHIN
ACROSS
1 2 3 4 5 6 7 8
"STANDARDS"
Art
Business Education
Language Arts
Physical Education
Industrial Arts/Technology
TEACHING SPECIALIZATIONS
PROFESSIONAL EDUCATION
GENERAL STUDIES
INSTITUTIONAL ANALYSIS REPORT
Curriculum Analysis Reports

Figure 1

RELATIONSHIPS OF SELF-STUDY MATERIALS

The self-study materials should be sent to the Division of Professional Development Systems at least thirty days before the scheduled on-site review.

Training, Selection and Function of the Visiting Team. The Visiting Team shall be comprised of the Visiting Committee, program specialists, and consultants as illustrated in Figure 2. The Visiting Team shall consist of individuals who have completed training designed to assist them in making objective and informed evaluations of teacher education programs which they are assigned to review. The Division of Professional Development Systems shall conduct the training sessions for members of the Visiting Team.

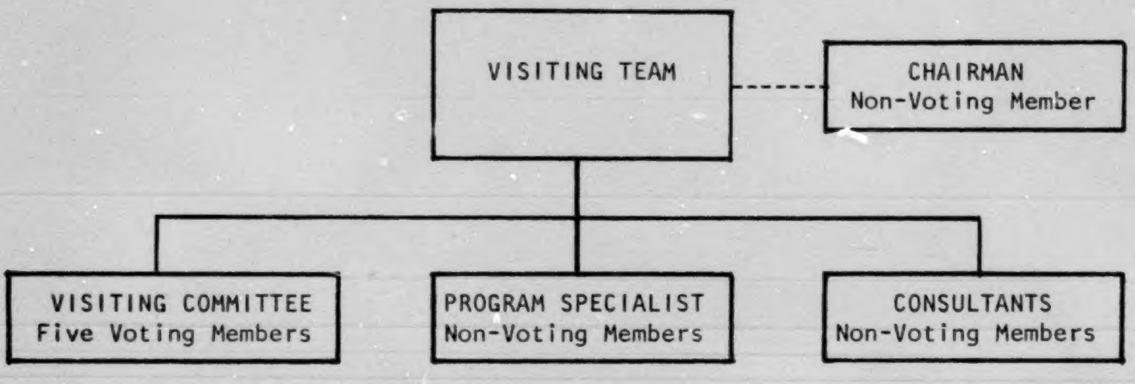

Figure 2

STRUCTURE OF THE VISITING TEAM

The State Superintendent of Schools shall submit a list of prospective Visiting Team members to the President of the institution seeking institutional and program approval and request comments from the President about their acceptability as members of the team. The State Superintendent of Schools shall give consideration to any comments made by the President, then appoint, from the list of names submitted, a Visiting Team to review the teacher education program at the institution seeking program approval.

The Director of the Division of Professional Development Systems, with the approval of the State Superintendent of Schools, shall designate a person to serve as Chairman of the Visiting Team. The Chairman shall not have voting privileges.

Visiting Team members shall be designated as voting and non-voting members. The voting members, hereafter referred to as the Visiting Committee, shall be five in number. At least one member of the Visiting Committee shall be selected from each of the following groups: West Virginia Department of Education (outside the Division of Professional Development Systems), two from the public schools and two from institutions of higher education. The West Virginia Department of Education shall be restricted to one voting member on the Visiting Committee. The Visiting Team Chairman shall also act as the Chairman of the Visiting Committee.

The non-voting Visiting Team members, program specialists and consultants, shall assist with the on-site review of the teacher education program and offer their recommendations relating to program approval to the Visiting Committee which has final responsibility for decisions on recommendations for approval.

During the on-site review, the Visiting Team will perform two major functions:

(1) Verify the accuracy of data reported in the self-study and its compliance with the standards herein.

(2) Assess the curricula in operation by identifying strengths and weaknesses.

The work of the Visiting Team will be characterized by evidence gathering techniques such as interviews with students, faculty, administrators, and support personnel; review of student records; visits to public schools and surveys of facilities are among numerous other possibilities.

On the last day of the on-site review the Chairman of the Visiting Team, along with selected members of the Visiting Committee, shall conduct an exit interview with the college administrators to summarize the findings and recommendations of the Visiting Committee. The Chairman of the Visiting Team shall prepare a draft copy of the Report of the Visiting Committee to be submitted to the President of the institution. The Chairman of the Visiting Team and the Director of the Division of Professional Development Systems or his representative, will represent the Visiting Committee and return to the institution to review the Report of the Visiting Committee with the administrative personnel at the institution to determine any inaccuracies in the Report.

The President of the institution may appeal the recommendations and findings of the Visiting Committee prior to the Report of the Visiting Committee being submitted to the West Virginia Board of Education. Such an appeal must be in writing and must be filed with the State Superintendent of Schools within two weeks following the review of the Report of the Visiting Committee by the Division of Professional Development Systems with the college administrators. If no appeal is filed, the State Superintendent of Schools shall submit the Report of the Visiting Committee to the West Virginia Board of Education for action.

Recommendations for Program Approval. The Visiting Committee may recommend one of the following three options in relation to the programs submitted for review: 1) full approval, 2) provisional approval, or 3) nonapproval. The recommendation for full approval is for a period not to exceed five years. This option shall be recommended by the Visiting Committee when the program is judged to fully comply with the standards approved by the West Virginia Board of Education.

The Visiting Committee may recommend provisional approval for a period not to exceed three years when all standards have not been fully met but evidence indicates that the deficiencies cited do not seriously jeopardize the operation of the program and the deficiencies can be corrected by the institution within a reasonable period of time. Specific instances of noncompliance with the standards shall be noted as conditions and a time for their removal shall be indicated by the Visiting Committee which shall take into consideration the amount of time needed by the institution to remove the specified condition, but in no case shall the period exceed three years.

The Visiting Committee shall recommend nonapproval when the program's failure to meet the standards is of such scope and/or magnitude that the operation of the program is seriously jeopardized.

Removal of Provisional Approval. It shall be the responsibility of the institution, working with staff from the Division of Professional Development Systems, to begin preparations immediately following an on-site review for meeting the conditions established for removing programs from provisional status. The removal of conditions will generally require major curriculum or staffing decisions by responsible officials of the institution. When an institution has made provision for meeting conditions, a modified Curriculum Analysis Format which shows a response to all conditions should be submitted to the Division of Professional Development Systems along with a written request for a follow-up visit for the program or curriculum concerned.

The follow-up on-site review will be coordinated by a person appointed by the Director of the Division of Professional Development Systems. The persons serving as evaluators in a program review capacity shall serve in the role of the Visiting Committee in all decisions relating to program approval. The coordinator of the visit shall not have voting privileges. The coordinator of the on-site review will prepare a factual report of the findings of the Visiting Committee along with its recommendations for program approval and forward the report to the State Superintendent of Schools for transmittal to the West Virginia Board of Education for action.

Joint Visits. The campus visit for the purpose of State approval may be coordinated with the review of an accrediting team representing the National Council for Accreditation of Teacher Education (NCATE). The dates of the on-site review to assess programs on State Standards may immediately precede, coincide with, or immediately follow the dates of the campus visit of the NCATE Team. This decision shall be made jointly by the President of the institution involved and the State Superintendent of Schools.

Standards for the Approval of Institutions for Teacher Education

West Virginia colleges and universities seeking approval of the West Virginia Board of Education for the preparation of teachers must hold membership in the North Central Association of Colleges and Secondary Schools. Such membership should guarantee (1) the general financial stability of the institution; (2) the effectiveness of overall administration; (3) the adequacy of general facilities; (4) the quality of the student personnel program; (5) the appropriateness of the overall program, including general education and subject-matter majors; (6) the strength of the faculty in general; (7) the faculty personnel policies of the institution; and (8) the quality of instruction. With the general excellence of the institution thus established, specific approval of the institution for the education of teachers will be governed by the standards set forth in the following section of this publication.

Standard I - Purposes and Objectives

1.0 The institution shall operate under an official statement of institutional objectives and purposes. This statement shall be a part of the official documents of the institution.

1.1 The institution shall have an official policy statement that assures teacher education is one of its major objectives.

1.2 The specific objectives of the teacher education program shall be consistent with the overall objectives of the institution and the State-wide objectives approved by the West Virginia Board of Education as they relate to requirements in the areas of general education, specializations, and professional education. Each phase of the program shall be clearly defined in terms of the assumptions and objectives on which the program is based.

1.3 The institution shall have an operational procedure for creating an awareness of the institution's objectives in teacher education for both faculty and student.

1.4 The education of teachers shall be recognized as an institution-wide function and shall receive full cooperation, support and participation from every involved unit.

Standard II - Organization and Administration

2.0 The institution shall provide an organizational structure which will assure that the building of the teacher education program is a cooperative endeavor and that each curriculum is a product of all disciplines and personnel involved in its operation.

2.1 The institution shall maintain a standing teacher education body representative of those who have a major concern in teacher education. The membership, responsibilities, and functions of this body shall be clearly defined. Among the primary responsibilities of this policy-recommending body are program planning and evaluation. All proposals regarding teacher education shall be submitted to this body for consideration and recommendation prior to implementation. This body shall be representative of the public school personnel, college faculty in subjects related to public school instruction, teacher education students, professional educators, and others deemed essential by the institution.

2.2 The institution shall establish a single administrative unit charged with the responsibility of acting upon and being accountable for all matters relating to the teacher education program. The agency shall coordinate the planning, development, implementation and evaluation of:

2.21 Curricula for the education of teachers.

2.22 Policies governing admission and retention of students to teacher education curricula.

2.23 Systems of registration and enrollment that identify students preparing to teach.

2.24 Standards to be met by students for the satisfactory completion of teacher education curricula.

2.3 One agency of the institution shall be vested with the responsibility for the recommendation of graduates for certification and for carrying out the responsibility of student advisement on all matters related to certification.

2.4 The institution shall provide a structure for determining a student's readiness to assume a professional role in the public schools, both during and at the completion of a teacher education program. The institution may cooperate with other agencies in fulfilling this function.

2.5 For those programs offered on a consortium basis, the institution shall give evidence of a professional commitment to the program by the faculty, students, and the administration.

Standard III - Curricula For Teacher Preparation

3.0 Program objectives (standards) approved by the West Virginia Board of Education shall provide the basis for developing any teacher education curriculum.

3.01 In addition to the program objectives (standards) the major guide for conceptualizing each curriculum shall be the role for which it proposes to prepare individuals. Each curriculum shall provide for the common and special needs of those preparing for the specific role.

3.02 The initial stages of curriculum development shall consist, in part, of further defining program objectives for any specialization to reflect a specific role and to assure adequate definition for making instructional decisions. This further definition shall consist of statements of competence to be achieved by students. The competencies for any curriculum shall account for the program objectives approved by the West Virginia Board of Education.

3.03 Competencies for any curriculum shall be the basis for structuring courses, or modules, and/or field/laboratory experiences.

3.04 Each curriculum shall be planned to articulate with academic and/or professional education at the graduate level.

3.1 Each curriculum shall provide structure and direction and at the same time allow for flexibility and diverseness. The curriculum shall encourage imagination and innovation in program planning and provide for individuality.

3.2 The several curricula offered shall evidence a due consideration for trends and research in teacher education as well as for guidelines and standards developed by learned societies and professional associations.

3.3 The teacher education program for any individual shall include a defensible balance of general education, specialization(s), and professional education.

3.4 The institution shall provide evidence of an administrative structure and criteria for making decisions on additions, deletions and modifications of curricula within programs.

3.5 Institutions planning to offer a curriculum in a consortium with other institutions shall evidence participation in the development of the curriculum and support for the curriculum with a letter of transmittal signed by responsible administrative officials when the curriculum is presented for approval.

3.6 A curriculum approved for a consortium of institutions shall be the basis for an approved program for each institution and for recommendations for certification from each institution, even if the program is completed at another campus with credit being established on a transient basis or by the home college.

3.7 Institutions offering a curriculum on a consortium basis shall agree to utilize identical course/module titles for purposes of recording credit.

3.8 Institutions undergoing a campus visit shall submit a self-study for each curriculum offered through a consortium. All requests for curriculum modifications shall be made by the total membership of the consortium.

3.9 The institution shall evidence the recognition of intellectual skills, teacher behavior, and other indicators of professional competence which may be gained through approaches other than formal teacher education programs.

3.10 The institution shall have a written policy regarding administrative and evaluation procedures for the establishment of credit by means other than State approved teacher education programs.

3.10.1 College personnel performing the evaluation process shall be identified.

3.10.2 Descriptions of the means used to evaluate the students' competencies in terms of the State Standards including the identification of the specific type(s) of evaluation procedures and instrumentation shall be provided. These descriptions shall be cross-referenced to specific general studies, teaching specializations, and/or professional education State Standards program objectives.

3.10.3 A performance profile of the students competencies shall be provided by the institution in addition to the college recommendation for certification.

3.11 Students who receive credit for any portion of the teacher education curriculum through an evaluation process other than the State approved teacher education program, shall have such credit established on the basis of demonstrated competencies as required in the class or module for which credit is established.

Standard IV - Student Personnel Programs and Services

4.0 The institution shall utilize faculty recources in providing a guidance program for assisting students in program selection, in analyzing causes of academic deficiency, and for the adjustment of specific problems. Qualified advisors shall aid students in assessing strengths and weaknesses and in individually tailoring their programs.

4.1 The institution shall maintain an organized system of records on all teacher candidates. Such records shall be available to staff for counseling and advisement purposes.

4.2 The institution shall develop appropriate follow-up studies of graduates which are to be used as one aspect of assessing the performance of graduates and to gain feedback from graduates on the relevance of program offerings.

4.3 The institution shall provide teacher education students with information on careers and current data on supply and demand.

4.4 The institution shall provide placement service to assist students in locating a position.

4.5 Admission to and retention in the teacher education program shall be based on criteria developed and administered and made public by the teacher education unit. These criteria shall be designed to assist the student in self-assessment in terms of professional achievement, academic success, and personal qualities.

Standard V - Faculty

Institution-Wide Faculty

5.0 The institution shall provide a faculty adequate in number to handle the scope of the program offered and to perform the necessary planning and counseling functions.

5.1 The institution shall identify at least one full-time staff member, with the appropriate graduate preparation, to provide leadership and direction for each of the teaching specializations in which students are prepared.

5.2 The institution shall provide faculty support services, such as secretarial service, adequate office space, and telephones, that support a high level of performance in instructional and professional responsibilities.

5.3 Faculty members in each specialization shall be competent in the area or areas of their assignments, possessing at least a masters degree with a well-defined specialization.

5.4 Faculty approved within a curriculum offered by a consortium may teach on his/her campus or on the campuses of other member institutions.

5.5 The major contribution of part or shared-time faculty shall be viewed as curriculum enrichment. These faculty shall be oriented to institutional and program objectives and purposes as related to the areas in which they are teaching. The institution may utilize specialists on a part or shared-time basis for instructing in their areas of expertise.

5.6 The institution shall have a plan for faculty development which provides such opportunities as inservice programs, sabbatical leave, travel support, visitation and fellowships.

Professional Education Faculty

5.7 Faculty in professional education shall maintain a continuous association and involvement with elementary and secondary schools to support the relevance of their teaching and research.

5.8 The teaching or service load of the faculty in professional education shall not exceed the average for the staff of the total college.

  5.81 The teaching load of the department chairman shall be adjusted to reflect administrative responsibilities.

  5.82 College supervisors of student teachers shall have loads equated on the basis of numbers of student teachers, distances traveled, and the number of schools visited.

5.9 Faculty in the areas of professional education shall have had experience in professional situations similar to those for which students taking such courses are being prepared.

5.10 The level of preparation for the staff in professional education shall equal or exceed the average level of preparation for the total instructional staff at the institution.

Standard VI - Laboratory Experiences

6.0 The study of teaching and learning theory requires laboratory experiences through which the student may conceptualize principles and interpret their application to practical problems. The laboratory experiences shall be distributed throughout the period of preparation and shall include direct involvement with pupils, teachers, and administrators in the school and community, as well as experiences in a contrived setting, which are designed to successively approximate the role of the classroom teacher at the grade level(s) for which the student is preparing in order that he may conceptualize and interpret this application to practical problems.

6.1 Laboratory experiences shall be planned in terms of purposes and objectives which correlate with and support the total teacher education program.

6.2 Each laboratory experience shall be defined, in part, in terms of competencies to be achieved by the participant, competencies which correlate with cognitive aspects of the teacher education sequence. Feedback to the participant shall be provided in terms of achievement of competencies.

6.3 Laboratory experiences shall be jointly planned with the appropriate educational or community agencies.

6.4 Laboratory experiences shall be planned so that each teacher education student has an opportunity to participate in a variety of instructional settings, work with children of a variety of age and academic levels, and observe and work in a variety of classroom organization plans and staffing patterns.

6.5 The program of laboratory experience shall be planned to make positive contributions to the public school program and the public school student in particular.

6.6 Supervision of laboratory experiences shall be provided by staff from cooperating school or community units and by the college or university. To support a high quality of supervisory practices, the institution shall provide for the inservicing of public school and college staff in terms of goals of the overall teacher education program and the particular objectives of the several laboratory experiences.

6.7 The institution shall name one person who has the primary responsibility for coordinating the laboratory experience program with the cooperating educational or community agencies.

Standard VII - Facilities, Equipment, and Materials

7.0 The library shall be adequate to support instruction, research, and services pertinent to the programs of general studies, professional education, and each teaching specialization for which the institution seeks approval.

  7.01 The institution shall maintain carefully selected collections of resources in all areas of professional education and in each specialization offered.

  7.02 The library shall be adequately staffed with professional and supportive personnel to maximize the use of the resources; i.e., books, periodicals, and other media.

  7.03 The library budget allocation for each department shall give consideration to number of students and special demands of the specialization offered.

  7.04 The purchase of materials shall give evidence of recommendations by staff and by the national professional organizations.

  7.05 The institution shall establish hours for the library which enable students and staff to make maximum use of the facility.

7.1 The instructional media center shall be adequate to support instruction, research, and services pertinent to the teacher education program.

7.11 The center shall maintain a comprehensive collection of instructional media and hardware normally found in public schools. (Filmstrips, slides, audio-tapes, transparencies, video-tapes, closed-circuit television.)

7.12 The center shall maintain a comprehensive collection of instructional materials from the several specializations to enable students to utilize these materials in instructional settings, both real and contrived.

7.13 Selection of media and materials shall give consideration to staff requests and recommendations of professional groups.

7.14 The institution shall establish hours for the center which enable students and staff to make maximum use of the facility.

7.15 The center shall be adequately staffed, including technicians, to aid students in making maximum use of the facility.

7.2 The institution shall provide laboratories and equipment sufficient to carry out instructional purposes. Each teaching specialization for which the institution seeks approval shall evidence specialized facilities and equipment if they are necessary to fulfill the instructional program. Laboratories shall be operated in a manner that reflects current safety standards and practices.

7.3 The institution shall provide adequate office space and facilities to serve the needs of students and staff in planning and administering the teacher education program. Classrooms shall be sufficiently equipped to meet the needs of the instructional program.

Standard VIII - Evaluation, Program-Review and Planning

8.0 The institution shall provide for a systematic assessment of students, graduates and programs. Data gathered from evaluation techniques shall be considered one of the bases for program development and modification.

8.01 The institution shall systematically evaluate students.

8.02 Evaluation of students shall be done at significant times in the educational program so that each student is knowledgeable of progress. Evaluation shall continue into the first years of employment for graduates.

8.1 The institution shall evidence a commitment to continuous program review.

8.2 The institution shall evidence a commitment to long-range planning through study and research of progress in the fulfillment of purposes.

Standards for the Approval of Teacher Education Programs

A teacher education program is composed of three major components: general studies, the teaching specialization(s), and professional education. The general studies component should contribute to a broad, liberal education base needed to support effective classroom instruction. Its structure should be flexible to provide for the unique needs of individuals.

The teaching specializations are grouped into four broad areas: early childhood education, elementary education, secondary education, and special education. The purpose of the teaching specialization is to insure competence as a classroom teacher in dealing with one or more discipline areas.

The professional education component provides for a study of teaching methodologies, of the child and learning, and of the social and philosophic context in which learning occurs.

Statements included at the end of each specialization indicate the possible combinations of components to build a complete teacher education program.

General Studies[1]

The goals of the general studies program are to provide an appreciation of the common cultural heritage, the inculcation of common skills, and the formation of values, attitudes, tastes, and traits associated with an educated person.

The program of general studies has general objectives that may be achieved from a knowledge of liberal arts embracing the broad areas of humanities, mathematics, natural sciences and social sciences, in addition to physical education and health.

1.0 The Humanities

1.1 Language

Objective: To provide for the development of the basic linguistic skills necessary for effective understanding and use of English and/or other languages through:

1.11 The ability to write lucid, accurate, effective composition.

1.12 The use of oral communication for effective transferral of thought.

1.13 The development of a reading ability that reflects skill in using different approaches to reading commensurate with difficulty of materials.

1.14 An understanding of the necessity for good listening skills as an active rather than a passive process.

1.15 Experiences with a language other than the native tongue in order to understand the structure of the language and the culture using the language. Such experiences should insure at least minimal competencies in oral communication.[2]

1.2 Literature

Objective: To acquire an understanding of literature in the dimensions of humanism, development and form through:

1.21 The contact literature makes with the ideas and conflicts of the past and present culture of a society in the development of human values.

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[1] The statements contained in the General Studies Program are guidelines for program development and they do not prescribe courses and/or credit hours.

[2] Inclusion of a foreign language is a matter of institutional decision.

1.22 Opportunities for an individaul to broaden his horizons in his search for identity, and for the extension of his understanding of human experience through literature.

1.23 An understanding of the artistry of writing that brings into focus selected art form(s) such as poetry, drama, essay, short story, and the novel.

1.3 Fine Arts

Objective: To understand the fine arts as an integrating process of sensing, thinking, feeling, and expressing one's self through:

1.31 Fine arts experiences for those who create, those who produce, and/or those who consume.

1.32 The selection of fine arts experiences that bring personal satisfaction, whether music, visual art, the dance, the theatre, or the opera.

1.33 Fine arts experiences that result in understanding of art forms that lead to discriminating values.

1.4 Philosophy[1]

Objective: To provide opportunities for the integration of understandings, feelings, and behaviors in the search for meaning and consonance among academic disciplines and values for living through:

1.41 Introductory experiences with the major ideas and methods of selected cognitive systems of philosophic thought.

1.42 The search for interdisciplinary relationships among the humanities, social sciences, natural sciences and mathematics.

1.43 Opportunities for self-fulfillment in the individual's search for meaning, happiness, and identity.

2.0 The Natural Sciences and Mathematics

2.1 Science

Objective: To develop an understanding of the nature of science and the role of science in human endeavor through:

2.11 An understanding of the dynamic character of scientific knowledge.

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[1] Inclusion of philosophy is a matter for institutional decision.

2.12 Acquiring the necessary tools for understanding and interpreting one's immediate environment.

2.13 An understanding of the scientific enterprise, scientific method, and the unifying principles involved.

2.2 Mathematics

Objective: To acquire an understanding of the structure of mathematical and the symbolic representation of ideas and relationships through:

2.21 Experiences that emphasize the underlying unity and coherence of mathematics as exemplified by concept of sets, structure of the number system, and the inequalities with equalities.

2.22 An acquaintance with the basic principles of mathematics, such as the nature of mathematical thinking, the use of mathematical models, the nature of proof in mathematics, the relation to logical thought, and the relation of mathematics to the knowledge of one's environment.

3.0 The Social Sciences

Objective: To relate the various areas of the social sciences continuously and usefully to basic ideas that are essential in order to think clearly about human affairs and attendant social problems through:

3.1 An understanding of history as a genuine investigation of the past that helps establish judgment evaluations of the total social order.

3.2 An understanding of the common characteristics of every social order as revealed through the study of society and culture.

3.3 A developmental approach to the social sciences that draws from selected and interacting social disciplines a limited number of basic social concepts that are useful in explaining human affairs and the world conditions.

3.4 The discovery of how to select from the vast amount of information in the social disciplines those facts that are relevant to problem-solving processes.

4.0 Physical Education and Health

Objective: To understand the value of physical well-being as related to successful and happy living through:

4.1 The development of physical fitness as a prerequisite for the employment of a physical activity.

4.2 The development of a satisfactory degree of skill that is necessary for the enjoyment of those physical activities associated with games and recreational pursuits.

4.3 The acceptance of good health as a personal responsibility and the inculcation of temperance and balance in all activities as desirable for healthful living.

GENERAL STUDIES

Areas Semester Hours 40

The Humanities

The Sciences and Mathematics

The Social Studies

Physical Education and Health

Teaching Specializations

Early Childhood Education

Introduction

The Early Childhood program is designed to prepare teachers who wish to specialize in working with children, ages 3-8. The three broad components, general studies, professional education, and specialization, are those found in any teacher education program. As presented, the Early Childhood program identifies the content competencies and also those special professional competencies which are required of teachers of young children. Early Childhood programs in the public schools of the State focus on the develomment of the whole child; therefore, the teacher education program is structured to prepare teachers to carry out this function in educating young children.

Laboratory experiences should include active participation in a variety of educational roles and be planned in terms of purposes and objectives which correlate with and support the Early Childhood program. These experiences must be well planned, be dispersed throughout the program, and be supervised by qualified teachers of young children. The culminating clinical experience shall include experiences with children ages 3-5 and children ages 6-8.

Program Objectives - Early Childhood and Professional Education

The teacher education program shall enable the teacher to demonstrate the ability to:

1.0 Analyze the philosophical foundations of early childhood and formulate a personal philosophy of and approach to education supported by theory and practice.

    1.1 Demonstrate professional expertise in knowledge of philosophical and historical foundations of early childhood education.

    1.2 Assess the extent to which educational philosophies emphasize personal values and needs of the child.

    1.3 Recognize and assess current trends and research and their application to Early Childhood Education.

1.4 Formulate a personal philosophy of education translated into experiences for the child.

1.5 Analyze personal characteristics and professional ethics necessary to gain and maintain respect and confidence of children and adults.

2.0 Analyze and apply knowledge of social and emotional development in infancy and early childhood.

2.1 Describe the acquisition of self-concept, morals and values in the young child.

2.2 Compare and contrast issues in infant and child care, guidance and regulation of behavior.

2.3 Compare theories of personality derived from psychology, sociology, and anthropology.

2.4 Utilize observational techniques, measurements and rating instruments to describe social-emotional growth patterns in the young child.

2.5 Detect evidences of exceptionality in personal adjustment in the young child and relate possible causes of such maladjustment.

2.6 Distinguish behavior mechanisms employed by the young child and determine proper referral techniques to deal with maladjustments.

2.7 Examine supportive services and facilities available for exceptional needs in personal adjustment.

2.8 Examine various cultures, family life and child-rearing patterns as derived from regional, social class and ethnic origins.

2.9 Recognize individual differences among parents; describe how important elements of their cultural backgrounds may be incorporated in an Early Childhood program.

3.0 Analyze and apply knowledge of language, speech and cognitive development in infancy and early childhood.

3.1 Describe the developmental sequences of language acquisition in the young child.

3.2 Illustrate normal speech development; identify speech and hearing deviations and/or deficiencies.

3.3 Identify factors which influence language, speech and cognitive development.

- 3.4 Utilize formal and informal assessments, techniques and instruments for achievements and deficiencies in language and cognitive development.
- 3.5 Detect evidences of exceptional language and/or cognitive development and relate possible causes.
- 3.6 Examine supportive services and facilities available for exceptional needs in language, speech and cognitive development.
- 3.7 Distinguish social behaviors in young children which inhibit or promote cognitive development
- 3.8 Describe aspects of psychological theories applicable to guiding the learning of the young child.

4.0 Analyze and apply knowledge of physical/psychomotor development in infancy and early childhood.

- 4.1 Interpret hereditary and environmental influences on physical/psychomotor development from conception through early years.
- 4.2 Explain sequences in physical/psychomotor development in prenatal life and early years.
- 4.3 Utilize observational techniques and/or rating instruments to describe physical/psychomotor development.
- 4.4 Detect evidences of exceptional physical/psychomotor development and relate possible causes.
- 4.5 Examine supportive services and facilities available for exceptional needs in physical/psychomotor development.
- 4.6 Compare theories of development in relation to refinement of motor abilities and to physical limitations of the young child.
- 4.7 Recognize the basic motor and perceptual abilities required in movement activities of the young child.
- 4.8 Analyze the significance of health related issues, including nutrition, safety, disease, sexuality and drugs as they relate to growth and development of the child from birth through early years.
- 4.9 Identify basic components for good nutrition; analyze cause-effect relationship between nutrition and physical, intellectual and social-emotional development of the child (0-6 years).
- 4.10 Describe reliable indicators of possible health related changes in the infant and young child and demonstrate essentials in responding to disease control and emergency care for sudden illness or injury.

5.0 Employ group dynamics in classroom interaction and work toward improved parent-school involvement.

5.1 Recognize the value of the developmental approach to education of children and seek particular knowledge and skills of counselors, psychologists, social workers, health personnel and others to help establish complementary and supportive services.

5.2 Recognize the teacher's administrative responsibility and role of principals and supervisors in interpreting and implementing educational goals.

5.3 Recognize the value of planning and working cooperatively with other teachers to improve instruction and provide continuity of educational experiences.

5.4 Develop plans for involving classroom aides and/or teacher assistants in educational experiences of children.

5.5 Develop plans for involving custodial, clerical, and food service personnel in educational experiences of children.

5.6 Recognize parents as primary participants in education of their children.

5.7 Recognize and, through cooperative planning, utilize strengths and talents of parents as resource persons and assistants in classroom.

5.8 Recognize, examine, and accept various cultures of family life and child rearing patterns as derived from different regional, social-class and ethnic origins.

5.9 Recognize and accept individual differences among parents and incorporate important elements of their cultural backgrounds into the programs.

5.10 Recognize and establish cordial, warm relationships with parents that facilitate free exchange of information about their children's lives through home visits, conferences, and parent meetings.

6.0 Design experiences and provide guidance for the young child's optimal growth and development.

6.1 Recognize, guide and support play as essential to intellectual development.

6.2 Plan for the use of materials, activities and experiences that encourage children to explore, experiment, question and fulfill curiosity, gain mastery, and progress toward higher levels of achievement.

6.3 Provide varied opportunities for active participation, independent choices, experimentation and problem solving through direct and vicarious experiences.

6.4 Increase children's knowledge of careers, people and things by stimulating child interactions and observations.

6.5 Use varied techniques for developing language comprehension and usage in an atmosphere that encourages free verbal communication among children and between children and adults.

6.6 Promote cognition by stimulating children to organize their experience in terms of relationships and conceptual dimensions: classes of objects; similarities and differences; comparative sizes, amounts, degrees; orientation in time and space; life cycles; family kinship; causality.

6.7 Stimulate cognitive processes: observing, attending, initiating, searching for solutions, and evaluating the outcomes of experience.

6.8 Develop recognition of symbols as representation of concepts appropriate to the child's developmental stage.

6.9 Plan nutrition, health, and safety activities to meet the needs of children at different stages of development.

6.10 Provide opportunities for the child to explore his physical environment and to solve problems that require skills in body mastery.

6.11 Provide structured and creative activities which develop large and small motor skills, body balance, eye-hand coordination and visual-motor-tactile skills.

6.12 Accept the child's language and encourage free oral expression between and among children and adults to extend communication abilities.

6.13 Provide opportunities that encourage creative language experiences recorded by dictation or other modes of expression.

6.14 Encourage interpretation and expression in non-verbal modes.

6.15 Use varied techniques in presenting the best in children's literature.

6.16 Plan and guide sequential learning activities that promote the development of appropriate listening, speaking, reading and writing skills.

6.17 Develop an aesthetic awareness and appreciation of the natural environment.

6.18 Utilize and guide play in its various symbolic and dramatic forms to deepen and clarify awareness, thought and feeling.

6.19 Utilize unstructured and structured materials and select techniques that invite child exploration and discovery and/or teacher demonstration and instruction in art, drama, movement, music and technolgoy.

6.20 Provide a variety of creative experience in art, drama, music and technology which allow children freedom to symbolize without imposition of standards of realistic representation.

6.21 Provide sequential learning experiences in the development of skills and appreciation in art, drama, movement, music and technology.

6.22 Utilize cultural variations as resources for program enrichment.

6.23 Provide an environment of acceptance in which the child can develop a positive identity as a competent individual, as a member of his family, ethnic group, and community.

6.24 Create an atmosphere through example and attitude where it is natural and acceptable to express feelings, positive and negative, and rechannel destructive behaviors into constructive expressions.

6.25 Establish a system of limits for acceptable behavior appropriate to the child's stage of development.

6.26 Give direct, realistic affirmation to the child's advancing skills, nurturing initiative and responsibility to insure the child's feelings of success and happiness.

7.0 Formulate a plan of organization, administration and operation of a program for young children.

7.1 Design a safe, healthy and functional indoor and outdoor learning environment, organizing space into recognizable and functional learning areas with open and closed storage.

7.2 Design varied and flexible arrangements of furniture, equipment and materials which provide for active, quiet, individual and/or group participation, and options for privacy.

7.3 Organize equipment, materials and personal belongings for self-selection and easy access to facilitate child responsibility for its care.

7.4 Illustrate optimal indoor and outdoor physical conditions (light, air, heat, furniture, equipment); recognize hazards to physical health and safety and prescribe preventive measures.

7.5 Formulate and apply criteria for selection of materials and equipment based on quality, quantity, durability, utility, versalitity, to facilitate growth and development and insure safety and long-range economy.

7.6 Identify sources of and uses for inexpensive and/or free materials, professional aids, field trips and resource persons.

7.7 Illustrate appropriate use of media and audio-visual equipment for and with young children.

7.8 Develop and evaluate long and short range instructional processes based on objectives applicable to the uniqueness of each child.

7.9 Plan cooperatively with individaul and groups of children to identify objectives, select learning experiences and evaluate achievement.

7.10 Synthesize an overall plan for evaluating, recording and reporting the young child's learning, utilizing both informal and formal methods.

7.11 Construct daily schedules of learning options and yearly sequences of learning activities to insure continuity, balance and variety.

7.12 Assess the effects of classroom management and control on the young child when teacher, group, self or task directed.

7.13 Recognize management functions such as budgeting, requesting supplies and equipment, scheduling of staff time (helpers, volunteers, parent participants) monitoring food and transportation services, handling daily routines, preparing statistical reports and recording pupil behavior.

7.14 Compare teacher and learner-centered and individualized and group approaches in learning as they affect the young child.

7.15 Specify special procedures to accommodate exceptional and normal learners in one environment.

7.16 Identify and delegate classroom responsibility appropriate for individual staff members and other persons.

7.17 Plan and evaluate, cooperatively with staff, the daily and long term program activities; schedule adjustments necessary to meet particular needs of children and to incorporate new knowledge and techniques.

7.18 Recognize legal constraints and liabilities in education practices.

8.0 Synthesize and apply theoretical learning through professional laboratory experiences.

- 8.1 Function as a professional educator employing personal qualifications and professional ethics to achieve harmonious human relations.
- 8.2 Diagnose each child's needs, prescribe appropriate learning activities, and evaluate achievement based on the uniqueness of each child and the objectives of the Early Childhood Education program.
- 8.3 Select, manage, and evaluate appropriate resources, experiences, space, time and equipment within the young child's learning environment.
- 8.4 Create a teaching-learning environment which provides a variety in types of learning experiences for each child and involves parents, para-professionals, professionals, ancillary and service personnel in the program.
- 8.5 Utilize gentle control techniques to create a friendly and supportive environment.
- 8.6 Accommodate flexible arrangements in time, space, and facilities in relation to the total school program.
- 8.7 Appraise one's own performance in facilitating learning and adjustment in young children.

Early Childhood and Professional Education Semester Hours 39

Early Childhood Academic Concentration[3]

Introduction

The academic concentration for Early Childhood Education is to be completed by the graduate preparing to teach children 3 through 8 years of age. This concentration is academic and provides the graduate with more specialized knowledge for teaching than that provided in general studies; however, it is not the in-depth knowledge required in an academic specialization.

The academic concentration shall provide training and experience which will enable the teacher to:

Program Objectives - Art[1]

1.0 Analyze and interpret the processes of Art as related to children, ages 3-8.

- 1.1 Analyze major theories for stages of Art expression which are relevant to the young child.

1.2 Interpret the creative nature of Art applied through:

- sensory perception
- intuition
- imagination
- aesthetic problem-solving
- experimentation and invention
- response to the properties of materials
- involvement in process as distinct from finished product
- self-involvement
- improvision

1.3 Analyze properties of materials and tools in the Art process.

1.4 Utilize a wide variety of media and materials.

1.5 Extrapolate aesthetic values in the environment.

1.6 Relate cultural developments and Art expression.

1.7 Distinguish significant works of Art pertinent to the young child.

Art Semester Hours 2

Program Objectives - Health, Physical Education and Safety[1]

2.0 Analyze basic anatomical, physiological and sociological processes and their implications for health education for the young child.

2.1 Describe reliable indicators of possible health related changes in the young child.

2.2 Analyze the significance of health related issues, including nutrition, safety, disease, sexuality and drugs, as they relate to growth and development from birth through early years.

2.3 Demonstrate respect for the integrity of the human body (care vs. abuse).

2.4 Illustrate preventive measures and appropriate responses to crises situations.

2.5 Demonstrate essentials in responding to infectious disease control and emergency care for sudden illness or injury.

2.6 Describe legal responsibilities of educators regarding aspects of school health.

2.7 Describe health problems of mankind which have influenced sociocultural conditions of past and present.

- 2.8 Identify social, psychological and cultural factors affecting food habits.
- 2.9 Identify basic components for good nutrition and analyze cause-effect relationships between nutrition and physical, intellectual, and socio-emotional development of the young child.

3.0 Apply principles of Physical Education to the early childhood years.

- 3.1 Identify developmental stages which can be related to physical, social and emotional behavior patterns characteristic of the young child.
- 3.2 Demonstrate a refined set of fundamental movement skills and locomotor and non-locomotor patterns.
- 3.3 Construct movement problem-solving situations utilizing action patterns: time, force, space and flow.
- 3.4 Integrate basic motor abilities such as running, jumping, climbing, and throwing into games, dances and other movement activities.
- 3.5 Illustrate a range of low organizational games suitable to the young child.
- 3.6 Analyze theories of development in relation to refinement of motor abilities and physical limitations of the young child.
- 3.7 Identify anatomical, mechanical, and musculo-skeletal functions during performance of movement activities.

Health, Physical Education, and Safety	Semester Hours 4

Program Objectives - Language Arts

4.0 Structure a Language Arts program to correlate with the developmental sequence of language acquisition of the young child.

- 4.1 Illustrate normal speech development and identify speech and hearing deviations and deficiencies.
- 4.2 Identify factors which influence language and speech development.
- 4.3 Classify and evaluate literature (prose and poetry) in terms of their literary merit and value to the young child.
- 4.4 Utilize reference sources for selection of literature for young children.
- 4.5 Demonstrate principles involved in effective presentation of oral and written materials to develop mental, emotional, and motor responsiveness.

4.6 Describe and explain the reading process.

4.7 Interpret the reading process in terms of its physiological and psychological basis.

4.8 Demonstrate knowledge of the sequential order of reading/Language Arts skills.

4.9 Utilize formal and informal test data to identify achievement and diagnose deficiencies in all Language Arts.

4.10 Design corrective and/or remedial instruction to overcome specific learning difficulties.

Language Arts Semester Hours 9

Program Objectives - Mathematics

5.0 Relate the structure of Mathematics to the growth stages of young children.

5.1 Define the term "set"; illustrate intersection and union as operations on sets; and use diagrams and set notation to interpret relationships between sets such as one-to-one correspondence, equivalence and order relations.

5.2 Translate the structure of number systems in decimal and non-decimal place value systems using standard, expanded and exponential notation and tables of basic facts.

5.3 Illustrate basic properties of fundamental operations and their inverses through rational numbers utilizing mathematical sentences.

5.4 Define factor, prime number and composite number; give examples of the fundamental theorem of arithmetic (unique factorization theorem) to find the least common multiple and greatest common divisor of two numbers using sets or a number algorithm.

5.5 Illustrate the set of rational numbers in three forms; fractions, decimals and ratios and demonstrate properties of rational numbers.

5.6 Translate fractions, exponential notation or decimal fractions to corresponding equivalents.

5.7 Use rate pairs, ratios and proportions to describe problem situations in mathematical terms; ratios and proportions to solve percent problems.

5.8 State and give examples of properties of the real numbers for the operations of addition and multiplication; use of inverses for the definitions of subtraction and division, (i.e. a+b = c if c-b = a; a÷b = c if cxb = a).

5.9 Illustrate the non-metric (topological) concepts and the basic metric concepts of Euclidian geometry.

5.10 Classify and name by standard notation: angles, simple closed curves in a plane, and space figures; calculate perimeters, circumference, angle measures, area and volume as applicable.

5.11 Demonstrate relationships between standard units of measure through computation (i.e., perimeter, area) in the English system and in the international metric system.

Mathematics Semester Hours 3

Program Objectives - Music[1]

6.0 Demonstrate knowledge of the basic music elements (melody, rhythm, timbre, and elementary notation) through the exploration of various sound sources.

6.1 Interpret a basic knowledge of rhythm patterns, simple chord progressions, and melodic notation and form.

6.2 Classify folk songs and easy art songs related to varied social backgrounds and interests of young children.

6.3 Distinguish elements that characterize music of a variety of composers and cultures.

6.4 Demonstrate, on at least one instrument, suitable accompaniment for singing and moving.

6.5 Demonstrate proficiency in presenting musical ideas with his/her singing voice.

6.6 Illustrate a knowledge of the accoustical principles, mechanical processes and performing techniques of the four families of instruments.

6.7 Evaluate specialized approaches, such as Orff, Kadaly, in music as they relate to principles of growth and development of the young child.

Music Semester Hours 2

Program Objectives - Science

7.0 Demonstrate use of scientific inquiry skills to explore natural phenomena.

- 7.1 Describe development, structure and function of common organisms, both plant and animal.
- 7.2 Explain fundamental concepts in matter-energy interactions as they apply to daily life.
- 7.3 Identify science-based social problems and draw valid conclusions using available scientific information.
- 7.4 Present evidence of change in society and culture resulting from technology and of social influences on scientific activities.
- 7.5 Identify fundamental ecological concepts and interrelationships.
- 7.6 Demonstrate techniques and explain principles necessary to prepare and care for aquariums, terrariums and collections of scientific specimens.

Science	Semester Hours 6

Program Objectives - Social Studies[2]

8.0 Analyze historical issues and events to facilitate understanding of local, state, national and world communities.

- 8.1 Examine the origin, development, and status of human societies including cultural and social processes which operate in groups, organizations, and institutions.
- 8.2 Distinguish cause-effect interactions of physical environment and development of human experience including resource development, population growth, economic and ecological concerns.
- 8.3 Analyze technological developments and their effects on man and demonstrate their application in communication, production and transportation.
- 8.4 Analyze social factors which determine individual behavior through relationships of culture, race, class and social structure.
- 8.5 Analyze critical issues in government, the structure of society, social processes and economic problems.
- 8.6 Utilize knowledge of ideas and methods of philosophic thought to examine one's beliefs, attitudes, and values.

Social Studies	Semester Hours 6

Footnotes

[1] Early Childhood methods in Art, Music, Health/Physical Education/Safety, are not included. These are incorporated in the specialization.

[2] Industrial Arts (Man and Technology) competencies are integrated within Social Studies in the academic content and within the ECE specialization.

[3] Experiences within this academic area likely will not equate with General Studies requirements; therefore, more academic depth may be provided by careful selection of content in General Studies.

Early Childhood Academic Concentration	Semester Hours 32

THE PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

General Studies	40
Early Childhood and Professional Education	39
The Academic Concentration	32

Elementary Education

Introduction

The elementary teacher is expected to possess a broad educational background which encompasses all disciplines relevant to the elementary curriculum. In addition to content, one should possess an indepth understanding of child development, theories of learning, and practices and techniques essential to effective classroom management. It is the teacher's responsibility to integrate these two components of his program into a meaningful learning experience for each child.

Program Objectives - Art

Art is a subject that is largely directed toward the affective domain of learning and interaction with cognitive and psychomotor content. Art is essential to a balanced elementary school curriculum. Learning instructional methods appropriate for Art helps the Art teacher ensure adequacy for this function. The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Identify the prevailing theories of child growth and development in Art and distinguish those which are relevant to the age level of pupils.

- 1.1 Recognize the characteristics of Art at each developmental stage of childhood.
- 1.2 Utilize motivational techniques that are appropriate to different personality types.
- 1.3 Relate classroom experiences utilizing different materials and processes, both two and three dimensional, to appropriate developmental stages of childhood.
- 1.4 Relate the vocabulary of Art to the appropriate developmental stages of childhood.
- 1.5 Draw upon child experiences for motivation in drawing and painting.
- 1.6 Introduce creative activities at appropriate developmental stages.

2.0 Cultivate in children a sensitivity to Art through exposure to different materials and media, including an awareness of:

the properties of material
the processes and media of Art
Art as human expression

3.0 Utilize appropriate motivational approaches to such two-dimensional and three-dimensional Art experiences as sculpture, graphics, weaving, collage, puppetry, and murals.

4.0 Engage pupils, verbally and non-verbally, in the creative nature of Art through:

sensory perception
intuition
imagination
aesthetic problem-solving
experimentation and invention
response to the properties of materials
involvement in process as distinct from finished product
self-involvement
improvisation

5.0 Demonstrate an understanding of other school subjects which enable the teacher to integrate those subjects with the activities of the Art program.

6.0 Produce Art in order to teach Art processes and techniques to children.

6.1 Utilize creative experience as a base for motivating children toward discovery.

Art Semester Hours 4

Program Objectives - Health, Physical Education and Safety

It is a generally accepted principle that the health status of any school community has a great impact on the educational process by affecting the ability to learn. This impact can range from reducing the quality of learning to virtually preventing learning. Therefore, educators should accept the obligation to evaluate, prevent and attempt to care for, those health related issues which have the potential of interfering with the educational process. The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Identify the characteristics of the phenomenon called health: it is dynamic; it is the result of self-chosen behavior; it is inheritance; it affects the potential to grow and develop; it is qualitative for individuals and groups.

1.1 Describe the characteristics of the term normalcy as it applies to health related issues.

1.2 List physical characteristics of the body which are usually reliable indicators of health status change.

1.3 List behavior characteristics which might indicate a health related problem.

1.4 Recognize and identify symptoms of common childhood diseases.

2.0 Possess a knowledge of contemporary health related issues, such as nutrition, safety, disease, sexuality, and drugs.

2.1 Interrelate current health issues to one another by expressing the issue in decision-making and issue interdependency terms; risk taking behavior, self-esteem, valuing respect for others.

2.2 Describe the significance of health related issues as they relate to growth and development tasks from birth to death.

2.3 Evaluate health related information in terms of its homophyly, credibility, power and attractiveness.

3.0 Demonstrate respect for the integrity of the human body.

3.1 Be non-judgmental when initially reacting to students' comments and feelings regarding controversial issues.

3.2 Recommend services regarding health related issues.

3.3 Evaluate health related information in terms of usefulness for learning experiences.

3.4 Evaluate special health related programs which are brought to the school but originate from without the school.

4.0 Demonstrate skill for crises situations in classrooms and school from a health related perspective.

5.0 Demonstrate the ability to interpret the school health program through teacher behavior.

5.1 Demonstrate knowledge of skills regarding the ethical and legal basis of the school health program.

5.2 Describe the teacher's relationship in terms of expectations and contributions for day to day behavior, to the phases of the school health program.

The teacher education program in Physical Education is designed to simulate the development of minimal competencies in the formulation, application, analyzing and synthesizing of concepts related to effective performance of sport and human movement activities.

The inextricable relationship between sport and human movement activities, as content area focal points as well as educational tools, dictates that the physical educator be capable of demonstrating a comprehensive grasp of the identified concepts.

The teacher education program shall provide training and experience which will enable the teacher to:

6.0 Interpret a wide range of developmental movement experiences and low organizational games suitable to students, grades 1-6.

  6.1 Demonstrate refined movement patterns and low organization game skills.

  6.2 Analyze techniques and strategies related to movement activities and low organizational games.

  6.3 Organize and conduct a program of movement experience and low organizational games.

7.0 Identify sequential and developmental growth phases which can be related to physical, psychological and social behavior patterns characteristic of students, grades 1-6.

  7.1 Classify developmental levels and needs.

  7.2 Analyze the uniqueness of each individual as well as likenesses among individuals.

  7.3 Plan and conduct experiences which help children.

8.0 Identify developmental movement experiences for students, grades 1-6.

  8.1 Demonstrate a refined set of fundamental movement skills and patterns, gaining skills in locomotor and non-locomotor patterns.

  8.2 Construct movement problem solving situations utilizing action patterns; i.e., time, force, space and flow.

  8.3 Integrate basic motor abilities; i.e., running, jumping, climbing, throwing into games, dances, and other movement activities.

    recognize aesthetic movement concepts.
    relate the principles of movement to compositional designs and patterns.

9.0 Describe cognitive, affective, and psychomotor outcomes of Physical Education which are desirable in students, grades 1-6.

  9.1 Examine teaching models related to desirable behavioral outcomes.

9.2 Construct a learning environment and experiences conducive to desired behavioral outcomes.

9.3 Conduct physical education classes, utilizing cognitive, affective and psychomotor teaching models.

The elementary teacher occupies a strategic position for favorably effecting safe performance patterns by children as they engage in a broad range of learning activities. Knowledges, attitudes, and practices regarding safe living must be initiated during these earlier years. In addition to the safety related competencies which should be developed by all teachers as part of their professional education, the elementary education specialist needs more specific background in Safety Education

The teacher education program shall provide training and experience which will enable the teacher to:

10.0 Identify current safety problems and the means employed by the contemporary safety movement for minimizing accidents.

10.1 Explain relationships between accident phenomena and safe living and formulate responsibilities of individuals for minimizing accidents.

10.2 Compare influences of environmental and human factors upon the recurrence of common accidents and upon their avoidance.

10.3 Describe basic procedures for care of self and others including provisions which should be available during emergency situations.

10.4 Identify needs involving disaster preparedness and responsibilities of school and community personnel in preparedness planning activities.

11.0 Explain the nature and function of safety laws, their desirability, and problems which sometimes result in their effectiveness.

11.1 Classify and interpret laws dealing with consumer protection and cite reliable source of consumer protection information.

11.2 Exhibit knowledge of basic logal principles used in determining negligence and accident liability.

11.3 Identify basic requirements of liability and casualty insurance and cite costs usually involved in accident liability cases.

12.0 Demonstrate conviction that citizens must support security efforts provided by governmental agencies and list examples of personal security precautions.

12.1 Explain fire in terms of composition and classification and describe potential causes of fires due to undesirable conditions.

12.2 Specify proper extinguishment equipment and procedures for controlling various types of fires in home, public, and forest locations.

12.3 Identify principal highway hazards to driver, passenger, and pedestrian and suggest procedures that should reduce and control these hazards.

12.4 Describe safety problems associated with transportation by air, rail, water, pipeline, and motor fleet operations.

12.5 Explain hazardous nature of vapors and flammables, toxic effects of caustics, pesticides, patent medicines, and many cosmetics.

12.6 Exhibit knowledge of energy and power conversion hazards and problems of using power operated tools and equipment safely.

12.7 Cite potential hazards and dangers associated with recreational areas, facilities, vehicles, equipment, and hobby activities.

13.0 Prepare lists of Safety instructional resources and describe the intended uses of each type according to classification.

13.1 Identify and exhibit understanding of creative aids and meaningful student project activities for safety instructional purposes.

13.2 Compile and update teaching suggestions intended to insure relevant, challenging, and innovative instruction dealing with safety subject matter.

13.3 Demonstrate knowledge and understanding of major content topics which are recommended for the preparatory area of Safety Education content and principles.

Health, Physical Education and Safety	Semester Hours 6

Program Objectives - Language Arts[1]

The Language Arts: listening, oral communication, reading, and written communications, are the fundamental bases of learning. They are the tools through which knowledge is acquired and transmitted. The prospective teacher of children and youth must acquire essential language competencies and demonstrate the ability to use the language skills to effect behavioral change.

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Understand and utilize all aspects of the reading process (background, experience, word recognition, comprehension, and utilization).

1.1 Utilize teaching techniques based upon the continuous and sequential steps in the reading process.

1.2 Conduct a balanced reading lesson.

1.3 Use reading techniques in presenting content materials.

1.4 Determine and provide for student differences.

1.5 Compare, contrast, select, and use different approaches, techniques, and materials for teaching reading; such as

basal systems
individualized programs
programmed materials
Language Experience in Reading
Initial Teaching Alphabet
audio visual aids

1.6 Demonstrate a thorough knowledge of the skills components of a developmental program, such as

word recognition skills
word meaning skills
comprehension skills
study skills
appreciation skills

1.7 List and explain the characteristics, administrative procedures, and interpretations of standardized, criterion references, and informal tests for measuring reading achievement.

1.8 Employ comparative and interpretative test data in program implementation.

1.9 Construct informal tests to measure reading achievement.

1.10 Use test data in selecting appropriate instructional materials.

1.11 Delineate the implications of reading research, applications from psychology, the influence of linguistics, and current and innovative practices.

2.0 Identify children with reading difficulties and seek solutions to these problems through effective use of diagnostic and prescriptive techniques.

2.1 Implement corrective instruction and assist problem readers in overcoming reading difficulties.

2.2 Recognize and understand the physical, social, educational, and psychological implications as they affect reading achievement.

2.3 Use diagnostic tests (standardized and informal) for determining prescriptive measures and program implementation.

2.4 Select and use a variety of instructional materials, methods, and techniques for meeting individual needs and for helping problem readers.

2.5 Utilize available referral services and community resources.

3.0 Identify kinds of literary materials that are compatible with the interest of students at different maturity levels; such as

nursery rhymes
fairy tales
fables
biography
adventure
comics
magazines

3.1 Select literary materials which stimulate creativity in listening, oral communication, written communication, and reading.

3.2 Promote creative drama.

3.3 Encourage students to react to values and ethical standards which emanate from literature.

3.4 Use puppetry for developing characterization and for bibliotherapy.

3.5 Encourage creative writing.

3.6 Select appropriate references for and titles of literary materials for students.

3.7 Read and interpret with students important works in literature for children and adolescents.

3.8 Utilize varied techniques for motivating students to read widely and frequently.

3.9 Analyze with students the author's purpose and writing styles.

3.10 Determine and employ strategies for the development of literary tastes.

4.0 Interpret the natural and developmental relationships that exist between and among listening, oral communication, reading, and written communication.

4.1 Delineate the basic principles underlying the teaching of the Language Arts: listening, oral communication, reading, written communication.

Examples for this objective include:

Instruction must be based upon the language patterns of students. Such instruction should follow the sequence of listening, oral communication, reacting, and finally, written communication.

Language patterns are developed and changed primarily by oral activities and are related to any phase of the Language Arts developed previously.

Skills in the various phases of the Language Arts should be taught sequentially according to the developmental needs of children.

All aspects of the Language Arts are integrated into the thought processes. In using the Language Arts to develop thought processes, major emphasis should be placed upon critical and creative correctness and expression.

Language learning proceeds from the concrete through the semi-concrete to abstract levels of conceptualization.

Language instruction in any subject area involves a close integration of all phases of the Language Arts.

Language skills are developed through positive, rather than negative, teaching and reinforcement.

Effective language development and growth depend upon systematic and periodic evaluation and feedback.

4.2 Integrate instruction in listening, oral communication, reading, and written communication in teaching students at different maturity levels.

language experience charts
creative dramatics
oral reports

4.3 Analyze the research in Language Arts and state the implications for teaching.

4.4 Develop lesson plans which put into practice effective approaches in teaching the Language Arts.

4.5 Devise means for evaluating, reporting, and recording pupil progress in using communication skills.

4.6 Use continuous and periodic evaluation techniques, such as:

pupil self-evaluation
teacher evaluation of the pupil and program
parent conferences
teacher-pupil conferences
testing-formal and informal

4.7 Explain and prescribe the specific language skills essential at any instructional level in a developmental program.

4.8 Implement procedures for developing and evaluating the skills of listening, oral communication, written communication, and reading.

4.9 Utilize techniques for the development of literal, interpretative, critical, and creative listening and reading.

4.10 Provide classroom activities which result in student security in speaking, the ability to express ideas clearly and effectively, the ability to assess personal oral language development.

4.11 Provide experiences which result in independence in written expression, the ability to write with clarity, legibility, creativity, and contextural correctness.

4.12 Identify Language Arts material appropriate for the instructional levels of students.

Language Arts	Semester Hours 9

Program Objectives - Mathematics[2]

Mathematics should be learned and taught as a unified subject. The teacher preparation program should develop an understanding of the unification which results from the strands which integrate and clarify the components of Mathematics.

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Use and explain numeration systems (including non-decimal base systems) with major emphasis on the decimal system.

1.1 Use and explain equivalence and order relations.

1.2 Use the language of sets to simplify and explain mathematical ideas.

1.3 Perform the basic operations with whole numbers and explain their respective properties.

1.4 Perform the basic operations with rational numbers using decimal notation and fractional notation explaining why the algorithms work.

1.5 Distinguish between equivalence relations and order relations by identifying properties of each.

1.6 Name basic geometric models and intuitively identify properties of each.

Use a protractor, compass, and straight edge for measurement and Euclidean constructions.

Solve geometric problems involving the concepts: congruence, similarity, symmetry, incidence, parallel and perpendicular lines, rays, open and closed segments, half-planes, half-spaces, plane and dihedral angles and their interior and exterior regions, areas, volumes, circles, spheres, polygons, polyhedrons, and notions of connectivity and betweenness.

Graph functions and relations related to polynomials.

Create simple bar and line graphs on a coordinate system and be able to interpret various scales used for graphs.

1.7 Use the language of sets to simplify and explain mathematical ideas.

2.0 Associate and represent whole numbers and positive rational numbers geometrically with points on a number line.

2.1 Use "set language" to simplify and explain mathematical ideas.

2.2 Use equivalence and order relations.

2.3 Explain, at appropriate levels, why operations are defined as they are and algorithms are performed as they are.

2.4 Perform and use the four basic operations with whole numbers.

2.5 Perform four operations with rational numbers using decimal notation and fractional notation and explain why the algorithms work.

3.0 Distinguish between the concepts of counting and naming numbers.

   3.1 Associate whole numbers and positive rational numbers geometrically with points on a line.

   3.2 Associate the concept of linear measure to a number line and to use a number line as a means for measuring.

   3.3 Graph functions and relations related to polynomials and make appropriate selection, and use such relations in the solution of geometrical and physical problems.

4.0 Develop alternative algorithms for the basic operations and discuss the effectiveness of the algorithms.

   4.1 Produce reasonable, consistent, and logical arguments (proofs) for mathematical statements.

   4.2 Use calculators to assist computation.

   4.3 Recognize real life problems and solve by means of mathematical models.

   4.4 Write flow charts for simple mathematical operations and real life activities.

   4.5 Use the methods of probability and statistics to solve simple problems.

   4.6 Provide an evolutionary development of the concepts involved and the cultural significance of Mathematics.

5.0 Use the metric system of measures.

   5.1 Estimate measurement in the metric system.

6.0 Plan a Mathematics curriculum by formulating objectives, in terms of expected outcomes and effectively organizing materials and learning activities.

   6.1 Develop student attitudes and performance by exemplifying a positive attitude toward Mathematics in informal as well as formal instruction.

   6.2 Identify the criteria to be used in the selection of current texts and review a limited number which are appropriate to the level of the teaching assignment.

7.0 Provide a background on the evolutionary development of concepts involved in Mathematics and identify their cultural significance.

   7.1 Encourage student creativity thereby providing the student with the motivation which comes from the discovery of basic principles of Mathematics.

   7.2 Evaluate and foster talent for mathematical creativity, aptitude and interest in students.

Mathematics	Semester Hours 6

Program Objectives - Music

Because the responsibility for the Music education of our elementary students frequently falls on the classroom teacher, it is imperative that teachers complete a comprehensive program.

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Develop the listening experience through the identification of sounds and musical themes.

   1.1 Possess a knowledge of a repertoire of recordings which will relate to the elementary school child.

   1.2 Relate listening experiences to activities within the curriculum of general education.

2.0 Direct children's songs and singing games through various instructional approaches.

   2.1 Interpret and introduce singing experiences from a variety of resource materials and textbooks.

   2.2 Direct children in rhythmic movements to music; such as clapping, circle games, folk dances and interpretive movement.

3.0 Possess a fundamental understanding of the piano keyboard and playing techniques for classroom instruction.

   3.1 Accompany songs found in elementary schools on at least one instrument.

   3.2 Assist students in exploring and selecting appropriate instruments to accompany and enhance the singing experience.

4.0 Utilize inquiry and motivational techniques which will attract students toward individual and group musical creations.

- 4.1 Demonstrate the ability to assist students in using musical knowledge in a creative manner.

- 4.2 Assist students in developing an awareness of sound sources and in using these sources to communicate musical thought.

    body sounds
    environmental sounds
    electronic sounds
    instrument and vocal sounds

5.0 Articulate the concept that music is an innate need of man and that there is a desire for some kind of musical experiences by all children.

- 5.1 Exhibit an understanding concern for those qualities which makes music appealing to children.

- 5.2 Exhibit an awareness of the contribution music makes to the total educational program.

- 5.3 Exhibit exuberance in implementing the Music program.

Music	Semester Hours 4

Program Objectives - Science[2]

The role of Science in the elementary school is to educate the student so he can function in our modern technological society now and in the future.

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Demonstrate an understanding of historical, theoretical, sociological aspects toward elementary Science teaching.

- 1.1 Describe and explain the major phenomena of the biological, ecological, earth-space, and physical sciences usually taught in elementary school.

2.0 Observe and describe similarities and differences in experimental behavior, and in objects and their characteristics.

- 2.1 Distinguish between pertinent and irrevelant observations and information.

- 2.2 Organize observation into effective oral and/or written reports.

3.0 Utilize simple and more complex classification schemes or systems.

4.0 Make accurate measurements and readings, using basic science equipment; i.e. thermometer, scales, weather instruments, microscope, and telescope.

5.0 Communicate results of inquiry.

  5.1 Develop verbal and written skills through oral and written reports.

  5.2 Abstract major concepts and understandings from Science content in texts and references.

  5.3 Predict the outcome of an experiment and offer reasons to justify the prediction.

  5.4 Develop theories and make and test predictions on the basis of these theories.

  5.5 Read and interpret simple charts, tables, and graphs.

  5.6 Make valid and reliable comparisons.

  5.7 Distinguish fact from fantasy.

6.0 Construct and utilize plans for teaching science content and skills.

  6.1 Find or devise inquiry experiences that will be an integral part of the science lesson - not a demonstration, verification, or proof of what the student has been told.

  6.2 Provide experiences for students to "invent" explanations for the interaction of objects.

  6.3 Provide activities for students to test their "inventions" and "discover" the natural phenomena underlying the observed interaction.

7.0 Describe the nature, scope, and rationale of the more commonly utilized science curriculum projects.

Science — Semester Hours 12

Program Objectives - Social Studies[2]

Instruction in the Social Studies should make possible the attainment of a broad understanding of human society with its various and complex interrelationships, a concept of society as an integrated and continuous unit. This broad perspective is attained through a working knowledge of the points of view, techniques, and content of the several social sciences. The study of anthropology, economics, geography, history, political science, sociology, and the integrated social science courses which interrelate the various academic disciplines, give insight and perspective to modern society.

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Exhibit an understanding of the origin and development of human culture and society.

  1.1 Comprehend the importance of change and continuity as integral parts of man's past, present, and future.

  1.2 Analyze and appraise the consequences of change from an economic, geographical, historical, political, and social perspective.

  1.3 Exhibit a knowledge of the concept of interdependence as a unifying element for global cooperation and understanding.

  1.4 Describe factors which lead to interdependence among individuals, communities, regions, and nations.

  1.5 Describe factors which inhibit interdependency among individuals, communities, regions, and nations.

2.0 Identify the effects that spatial relationships, physical environments, and regionalization have had on the development of the human experience.

  2.1 Analyze the effects of site and situation on developing cultures and life patterns.

  2.2 Hypothesize as to why different human activities occur in regions of similar natural factors.

  2.3 Hypothesize as to why similar human activities occur in regions of different environmental conditions.

  2.4 Assess the impact of the uneven distribution of human numbers and the resultant pressure of these numbers on the physical resources of selected areas of the world.

  2.5 Demonstrate a knowledge of the earth's physical environment and its influences on the development of culture.

  2.6 Analyze the factors of the natural environment and man's ability to alter them in a positive or negative way.

  2.7 Select a portion of the world and analyze its physical and cultural component parts.

3.0 Understand that every society has some authority structure which can be recognized as a government, which has been created by the interdependence of individuals and groups within the society.

3.1 Illustrate that decisions, policies, and laws made by given society reflect and are based on the values, beliefs, and traditions of that society.

3.2 Cite examples of the interrelatedness of the political aspects of a culture with economic, social, geographic, and environmental societies.

3.3 Comprehend political behavior as demonstrated in various societies.

3.4 Identify sources of political power and authority.

4.0 Recognize the impact of economic principles and processes as related to problems and practices in diverse cultures.

4.1 Illustrate how basic economic decisions are made with regard to production, consumption and distribution.

4.2 Recognize that all economic systems are confronted by the problem of unlimited wants and limited resources.

4.3 Evaluate the concept of comparative advantages and its relationship to the exchange of goods and services among developed and developing nations of the world.

4.4 Compare the economic performances of different cultural groups.

4.5 Analyze potential standards of living among nations by examining factors of production.

4.6 Examine the concept of specialization and the resultant interdependency within and among nations.

5.0 Develop an awareness of the various aspects of human behavior which are related to the fact that man lives in groups.

5.1 Develop an understanding of the diverse and similar patterns of human groupings in relation to specific cultural values.

5.2 Recognize that every society develops a system of roles, norms, values, and sanctions to guide behavior of individuals and groups.

5.3 Analyze the general structure of society in terms of the following concepts: values, institutions, organizations, groups, status positions and social roles.

5.4 Be aware of how culture is adapted to serve man's needs as well as how man adapts to cultural conditions.

6.0 Display a knowledge of the human past as a means of understanding the present and the possibilities of the future.

- 6.1 Understand the relationship of history to the social sciences in explaining the human experience.

- 6.2 Recognize that history is a response to the eternal desire of man to know about himself and others.

- 6.3 Recognize that history emphasizes the uniqueness of man's experience both individual and collective.

- 6.4 Develop an understanding of the interrelated factors, economic, social, cultural, political, geographical and intellectual that have shaped historical development.

- 6.5 Understand that multiple causation is the dominant pattern in explaining the human past.

- 6.6 Realize that historical events can seldom be explained in terms of a simple, one-to-one, cause and effect relationship.

- 6.7 Identify knowledge from areas of study that are important to the student and relevant to his needs as an intelligent human being.

  the United States
  European and non-Western civilization

7.0 Demonstrate a process approach to teaching Social Studies which utilizes the various structures and inquiry tools drawn from the social science disciplines.

- 7.1 Organize content data from the various social sciences into teaching/learning sequences.

- 7.2 Develop learning units based on meaningful factual information as the content base.

- 7.3 Analyze the content data to determine the major concepts involved.

- 7.4 Arrange the major concepts and data into learning sequences which help students discover the relationships between facts, concepts, and generalizations.

- 7.5 Organize teaching/learning strategies in a manner that students may proceed from factual information to the development of theories.

8.0 Utilize the scientific processes in teaching the Social Studies.

- 8.1 Organize material for instruction which provides maximum opportunity for students to make:

Observations in a variety of ways that utilize all of the senses, the observations may be used to collect data or develop awareness of problem areas for study.

Classification which emerge from the observations of objects and events. Classification schemes are based on observable similarities and differences.

Inferences which are tentative conculsions about what is not directly or immediately observable. Inferring requires evaluation and judgment of data.

Hypotheses which emerge from inferences and predictions and can be tested by a proof process.

Predictions about the consequences of a solution to a particular problem or issue. The reliability of prediction depends upon the accuracy of past observations and upon the nature of the event being predicted.

Test hypotheses by designing and using data gathering procedures to determine whether the data support the hypotheses.

8.2 Utilize the inquiry process in examining controversial and value related issues.

8.3 Utilize the valuing process in examining and clarifying one's attitudes, beliefs, and values.

8.4 Employ a process which permits one to examine the effective as well as the cognitive input into controversial issues.

9.0 Develop and demonstrate the ability to think critically and to formulate a rational basis for decision making.

9.1 Demonstrate the application of Social Studies data by constructing charts, maps, tables, graphs, and other pictorial models.

9.2 Demonstrate the necessary skills in library research which utilize the latest information from national depositories and clearinghouses.

9.3 Utilize appropriate levels of questioning which will elecit student response from recall through evaluation.

10.0 Demonstrate the use of simulation and gaming techniques in the teaching of Social Studies.

10.1 Organize materials for instruction using simulation games as a means of providing students direct experience with selected concepts.

10.2 Develop a simulation game or role playing situation for selected content.

10.3 Employ aspects of gaming in teaching Social Studies.

Social Studies — Semester Hours 12

Footnotes

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[1] The semester hour requirement for reading should be a minimum of six semester hours.

[2] A number of courses in Mathematics, Science and Social Studies may satisfy the requirements for both the General Studies and the Academic Concentration for Elementary Education

[3] Professional courses emphasizing management, methods, and materials are in addition to the total hours in Elementary Education.

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Elementary, Grades 1-6	53
General Studies	40
Professional Education	20

OPTIONAL SPECIALIZATIONS AS ENDORSEMENTS

Early Education	
Specializations for the Middle School, Grades 4-8	
Art (see p. 72)	24
Language Arts (see p. 149)	21
French, German, Spanish (see p. 102)	18
Home Economics (see p. 120)	24
Industrial Arts Multiple Activities (see p. 134)	22
Mathematics (see p. 161)	12
Physical Education (see p. 178)	24
General Science (see p. 190)	24
Social Studies (see p. 216)	24
Oral Communications (see p. 175)	18
Special Education	
Mental Retardation Grades K-12	
Behavioral Disorders Grades K-12	
Hearing Impaired Grades K-12	
Physically Handicapped Grades K-12	
Visually Impaired Grades K-12	
Gifted Grades 1-6	
Specific Learning Disabilities Grades K-12	

Early Education

Introduction

Early Education is an optional endorsement in combination with the elementary specialization for grades 1-6. Since competencies within elementary education include those for teaching in grades 1-3 or children ages 6-8 years of age, this specialization concentrates specifically on competencies required for teaching in educational programs for children of ages 3-5. It provides depth in understanding the child at the elementary level and additional expertise in working with immature or reluctant learners.

Laboratory experiences shall include active participation in a variety of educational roles and shall be planned in terms of purposes and objectives which correlate with and support the Early Education specialization. The experiences shall be dispersed throughout the program and shall be supervised by qualified teachers of young children.

Program Objectives - Growth and Development/Infancy and Early Years

The teacher education program shall provide training and experience which shall enable the teacher to:

1.0 Social-Emotional Development in Infancy and Early Years

1.1 Describe the acquisition of self-concept, morals and values in the young child.

1.2 Compare and contrast issues in infant and child care, guidance and regulation of behavior.

1.3 Compare theories of personality derived from psychology, sociology, and anthropology.

1.4 Utilize observational techniques, measurements and rating instruments to describe social-emotional growth patterns in the young child.

1.5 Detect evidences of exceptionality in personal adjustment in the young child and relate possible causes of such maladjustment.

1.6 Distinguish behavior mechanisms employed by the young child and determine proper referral techniques to deal with maladjustments.

1.7 Examine supportive services and facilities available for exceptional needs in personal adjustment.

1.8 Examine various cultures, family life and child-rearing patterns as derived from regional, social class and ethnic origins.

1.9 Recognize individual differences among parents; describe how important elements of their cultural backgrounds may be incorporated in an Early Education program.

2.0 Language, Speech and Cognitive Development in Infancy and Early Years

2.1 Describe the developmental sequences of language acquisition in young children.

2.2 Illustrate normal speech development; identify speech and hearing deviations and/or deficiencies.

2.3 Identify factors which influence language, speech and cognitive development.

2.4 Utilize formal and informal assessments, techniques and instruments for achievements and deficiencies in language and cognitive development.

2.5 Detect evidences of exceptional language and/or cognitive development and relate possible causes.

2.6 Examine supportive services and facilities available for exceptional needs in language, speech and cognitive development.

2.7 Distinguish social behaviors in young children which inhibit or promote cognitive development

2.8 Describe aspects of psychological theories applicable to guiding learning of the young child.

3.0 Physical/Psycho-motor Development in Infancy and Early Years

3.1 Interpret hereditary and enviornmental influences on physical/psychomotor development from conception through early years.

3.2 Explain in sequences in physical/psychomotor development in prenatal life and early years.

3.3 Utilize observational techniques and/or rating instruments to describe physical/psychomotor development.

3.4 Detect evidences of exceptional physical/psychomotor development and relate possible causes.

3.5 Examine supportive services and facilities available for exceptional needs in physical/psychomotor development.

3.6 Compare theories of development in relation to refinement of motor abilities and to physical limitations of the young child.

3.7 Recognize basic motor and perceptual abilities required in movement activities of the young child.

3.8 Analyze the significance of health related issues, including nutrition, safety, disease, sexuality and drugs as they relate to growth and development of the child from birth through early years.

3.9 Identify basic components for good nutrition; analyze cause-effect relationships between nutrition and physical, intellectual and social-emotional development of the child (0-6 years).

3.10 Describe reliable indicators of possible health related changes in the infant and young child and demonstrate essentials in responding to disease control and emergency care for sudden illness or injury.

Program Objectives - Curriculum Materials and Methods

4.0 The Communication Arts and Social Education

4.1 Demonstrate principles involved in effective presentation of oral and written materials to develop mental, emotional, and motor responses.

4.2 Use varied techniques for developing language comprehension and usage in an atmosphere that encourages communication among children and between children and adults.

4.3 Develop recognition of symbols as representation of concepts appropriate to the child's developmental stage.

4.4 Accept the child's language and extend communication abilities by encouraging free oral expression between and among children and adults.

4.5 Encourage creative language experiences that may be recorded by dictation or expressed in other modes.

4.6 Encourage interpretation and expression in non-verbal modes.

4.7 Use varied techniques in presenting children's literature.

4.8 Utilize reference sources for selection of literature for young children.

4.9 Classify and evaluate literature (prose and poetry) in terms of their literary merit and value to the young child.

4.10 Plan and guide sequential learning activities that promote development of listening and speaking skills.

4.11 Provide varied experiences through which the child can develop a positive identity as a competent individual, as a member of his family, ethnic group, and community.

4.12 Increase children's knowledge through stimulating child interactions with and observation of careers, people and things.

4.13 Create an atmosphere through example and attitude where it is natural and acceptable to express one's feelings, positive and negative.

4.14 Establish a system of limits for acceptable behavior appropriate to the child's stage of development and rechannel destructive behaviors into constructive expressions.

4.15 Give direct, realistic affirmation to the child's advancing skills, nurturing initiative and responsibility to insure the child's feelings of success and happiness.

5.0 Quantitative Concepts, Problem Solving, and Scientific Inquiry

5.1 Provide varied opportunities for active participation, independent choices, experimentation and problem solving through direct and vicarious experiences.

5.2 Promote cognition by stimulating children to organize their experience in terms of relationships and conceptual dimensions; classes of objects, similarities and differences; comparative sizes, amounts, degrees; orientation in time and space; life cycles; family kinship; causality.

5.3 Stimulate cognitive processes; observing, attending, initiating, searching for solutions, and evaluating the outcomes of experience.

5.4 Demonstrate use of scientific inquiry and problem-solving to explore concepts of nutrition, health, safety and technology appropriate for the young child.

5.5 Demonstrate use of scientific inquiry skills to explore natural phenomena.

5.6 Demonstrate the techniques and explain the principles necessary to prepare and care for aquariums, terrariums and collections of scientific specimens.

5.7 Identify quantitative concepts that are appropriate foundations for the young child.

5.8 Explain the thought processes (thinking skills) involved in quantitative concept development.

5.9 Demonstrate techniques which facilitate the young child's quantitative conceptual development

6.0 Movement and the Creative Arts

6.1 Recognize, guide and support play as essential to intellectual development.

6.2 Utilize and guide play in its various symbolic and dramatic forms to deepen and clarify awareness, thought and feeling.

6.3 Provide opportunities for the child to explore his physical environment and to solve problems that require skills in body mastery.

6.4 Provide structured and creative activities which develop large and small motor skills, body balance, eye-hand coordination and visual-motor-tactile skills.

6.5 Demonstrate a refined set of fundamental movement skills and locomotor and non-locomotor patterns.

6.6 Construct movement problem-solving situations utilizing action patterns - time, forces, space and flow.

6.7 Integrate basic motor abilities such as running, jumping, climbing, throwing, into games, dances and other movement activities.

6.8 Identify and describe stages of art expression which are characteristic of the young child.

6.9 Classify folk songs and easy art songs representative of varied social backgrounds and interests of young children.

6.10 Utilize cultural variations as resources for program enrichment.

6.11 Compare specialized approaches in music as they relate to the principles of growth and development of the young child.

6.12 Provide a variety of creative experience in art, drama, music, and technology which allow children freedom to symbolize without imposition of standards of realistic representation.

6.13 Provide sequential learning experiences in development of skills and appreciation in art, drama, movement, music and technology.

Program Objectives - Organizing and Administering Early Education Program and Personnel

7.0 Program Design and Management and School-Parent-Community Relations

7.1 Design safe, healthy and functional indoor and outdoor learning environments for 3 through 5 year olds that provide flexible arrangements in time, space, facility utilization.

7.2 Select materials, equipment and resources which facilitate growth and development of the child (ages 3-5 years) and insure safety and long-range economy.

7.3 Construct daily schedules of learning options and yearly sequences of learning activities to insure continuity, balance and variety for the learner ages 3-5 years.

7.4 Compare effects on the young child in teacher-centered, child-centered, materials-centered and/or individualized and socialized approaches to learning.

7.5 Assess effects on the young child when management and control is teacher directed, self-directed and task directed.

7.6 Recognize management functions such as budgeting, requesting supplies, scheduling of personnel, monitoring food and transportation services, handling daily routines, preparing statistical reports and recording pupil behaviors.

7.7 Describe alternatives to facilitate cooperation and coordination of services between and among personnel including the aide, teacher assistant, custodial, clerical, transportation and food service personnel. Identify responsibilities appropriate for staff members and other persons.

7.8 Describe alternatives in coordinating school-parent-community relationships.

7.9 Recognize and describe role of parents as primary participants in the education of young children.

7.10 Utilize, through cooperative planning, strengths and talents of parents and others.

7.11 Demonstrate techniques to establish rapport with parents and to facilitate free exchange of information about the child's development via home visits, conferences and parent meetings.

7.12 Recognize legal constraints and liabilities in Early Education practices.

7.13 Specify procedures which may be utilized to accommodate exceptional and normal children within an Early Education environment.

7.14 Synthesize an overall plan for evaluating, recording, and reporting the growth and development of the young child, using both formal and informal methods.

Program Objectives - Influences Affecting Early Education Programs

8.0 Antecedents/Current Trends and Characteristics of Professionals

8.1 Identify changes in society and culture resulting from technology and of social influences on scientific activities that affect the young child and his family.

8.2 Analyze current issues in government, the structure of society, social processes and economic problems that facilitate or deter early education of the child.

8.3 Describe health problems of mankind which have influenced sociocultural conditions of the young child and his family.

8.4 Analyze the historical and philosophical antecedents of current early education approaches; evaluate the extent to which personal values and needs of the young child predominate.

8.5 Assess current trends in Early Education; compare with research findings and implications in the education of young children.

8.6 Analyze the personal characteristics and professional ethics that affect the ability to gain and maintain respect and trust of young children and their parents.

8.7 Formulate an educational philosophy for Early Education; assess the extent to which it facilitates growth and development of the whole child; interpret its meaning in relation to educational experiences for the young child.

Early Education	Semester Hours 15

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Early Education	15
Elementary Education, Grades 1-6	53
General Studies	40
Professional Education	20

Subject Specializations

Agriculture (Vocational)

Introduction

Agriculture, in common with other business and industry, has experienced rapid and continual change. Agriculture is a broad category, of which farming or "production agriculture" is only one phase. Farming, in turn, is a group of occupations, each requiring specific skills and abilities, some similar and some different. There are numerous employment opportunities in farming; many additional opportunities exist in the growing off-farm agricultural industry. This phase of Agriculture includes processing and distribution of farm products. Also categorized in this area is the manufacture, distribution, and service of equipment and supplies needed by farmers. In addition, jobs exist in conservation, forestry, horticulture, recreation, and service occupations which require agricultural knowledge and skills. To be effective, knowledge gained in the classroom, shop, and laboratory must be applied. Therefore, students of Vocational Agriculture must participate in a supervised occupational experience program designed to be educationally challenging and financially sound.

Program Objectives - Core Sequence

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Be knowledgeable of competencies needed by individuals engaged in or planning to engage in an occupation requiring a knowledge of agriculture.

  1.1 Identify managerial and operative activities necessary to enter and progress in an agricultural occupation or business.

  1.2 Select a marketing system for livestock, crops, and farm supplies and equipment that will return a profit to the business.

  1.3 Sell supplies and provide services to meet specific needs of production agriculture.

1.4 Describe how agricultural businesses are operated and financed.

1.5 Keep records of agricultural operations to provide accurate data for economic analysis and decision making.

1.6 Plan a balanced livestock and cropping program for the farm.

1.7 Complete a farm income tax form.

1.8 Follow procedures in securing financing for an agricultural business.

1.9 Prepare a budget for a given agricultural enterprise.

2.0 Initiate and successfully manage a livestock program.

2.1 Name and describe the functions of animal reproductive systems, including principles of genetics.

2.2 Identify breeds of livestock.

2.3 Select outstanding breeding stock for foundation herds and flocks.

2.4 Compute a balanced ration, including vitamins, minerals and water required by any given class production animals.

2.5 Develop a disease prevention and parasite control program for production animals.

2.6 Prescribe superior management practices that will lead to efficient animal production.

2.7 Identify disease symptoms and treatment.

2.8 Assist the student in selection and establishment of efficient housing for production animals.

3.0 Manage land for maximum efficiency and use correct cultural practices.

3.1 Recommend proper cropping practices according to the land capability class.

3.2 Identify essential plant food elements and know their sources and functions.

3.3 Demonstrate the procedures to follow in collecting a soil sample.

3.4 Use soil and pH tests to determine lime and fertilizer requirements for a given crop.

3.5 Prepare a proper seedbed.

3.6 Conserve soil and other natural resources.

4.0 Demonstrate farm shop skills.

- 4.1 Demonstrate the functions and safety precautions to observe when using hand tools and power equipment common to the agricultural industry.
- 4.2 Demonstrate procedures to follow in tool fitting and sharpening.
- 4.3 Identify hand tools and power equipment common to agriculture.
- 4.4 Demonstrate basic plumbing techniques.
- 4.5 Demonstrate the basic skills a student should acquire in working with rope, wood, metal, glass, plastic and masonry.
- 4.6 Demonstrate basic skills of electrical wiring.
- 4.7 Demonstrate basic skills of soldering, welding, and brazing.
- 4.8 Demonstrate the basic skills of power mechanics.
- 4.9 Plan for constructing and equipping a farm shop.
- 4.10 Establish and demonstrate a system of preventive maintenance for agricultural power equipment.
- 4.11 Use the manufacturer's manual to teach correct maintenance and service procedures for all agricultural equipment.
- 4.12 Identify the materials needed for a given project and estimate the cost.
- 4.13 Prepare a visual aid prior to initating a major construction project.

5.0 Engage in crop production.

- 5.1 Identify the seeds and plants of the common crops grown in West Virginia.
- 5.2 Identify the seeds and plants of the most common weeds found in West Virginia and establish a control program.
- 5.3 Relate the proper seeding dates, rate of planting, and seeding practices for each crop important to the area.
- 5.4 Explain the correct time and method of harvesting important crops and relate methods of handling and storage.
- 5.5 Relate superior cultural practices to follow for efficient production of each crop important to the area.
- 5.6 Identify common plant insects and diseases found in West Virginia and relate their control measures.

6.0 Demonstrate the ability to design and to promote activities that will offer the student an opportunity to develop effective agricultural leadership, citizenship and cooperation and human relations skills.

CORE Sequence Semester Hours 28

Each agricultural education graduate will possess the necessary competencies to teach the traditional agricultural production and management program of Vocational Agriculture. Those who choose to broaden their competencies in agricultural production and management may do so by electing additional course work in this area as one of the options available. Off-farm areas of agriculture options are more specific in nature and require the acquisition of specialized knowledge and skills designed to prepare the teacher to organize and conduct an instructional program that will provide learning experiences for students to enter and progress in an off-farm agricultural occupation successfully.

Minor Specializations

Program Objectives - Ornamental Horticulture

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Engage in the production and use of ornamental plants.

  1.1 Identify and select trees and shrubs commonly used in Ornamental Horticulture.

  1.2 Harvest and plant trees and shrubs.

  1.3 Demonstrate proper fertilization and maintenance procedures necessary for successful production of trees and shrubs.

  1.4 Demonstrate the basic skills of plant propagation such as budding, grafting, cuttings, and sexual methods.

  1.5 Control insects and diseases in the greenhouse.

  1.6 Maintain desirable environmental conditions in the greenhouse.

  1.7 Identify the common floral plants.

  1.8 Recommend proper fertilization programs for floral plants.

  1.9 Arrange and design decorative floral displays.

1.10 Maintain landscape plants.

1.11 Control weeds, insects and diseases in the nursery.

1.12 Safely handle and apply chemicals.

1.13 Establish and maintain turf areas.

1.14 Establish a weed, disease and insect control program for turf areas.

2.0 Identify occupational opportunities in Ornamental Horticulture.

Program Objectives - Agriculture Mechanics

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Assemble, adjust, repair and/or service agricultural machinery.

1.1 Service and maintain a single cylinder engine.

1.2 Service and maintain multi-cylinder power equipment.

2.0 Identify, install and maintain electrical systems.

2.1 Define electrical terms.

2.2 Design and install electrical circuits.

2.3 Identify and use electrical safety devices.

2.4 Select proper size electric motor for a given job.

2.5 Maintain electric motors.

2.6 Identify uses of electricity which require 120 and 240 volt service, and single phase or three phase systems.

3.0 Possess a knowledge of building materials and structures required for the farm.

3.1 Interpret plans and identify structural components of a building.

3.2 Identify and select building materials.

3.3 Proportion and mix concrete and mortar.

3.4 Recommend functional building requirements for livestock, poultry, dairy and materials storage facilities.

3.5 Construct farm buildings.

4.0 Recommend water systems that will meet the requirements for the farm family, livestock and crops.

Program Objectives - Conservation-Forestry

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Protect the forest against fire, insects, diseases and manage its products.

  1.1 Demonstrate the proper method of transplanting seedlings.

  1.2 Cruise and scale a given tract of timber.

  1.3 Calculate board feet volume of logs using both the Doyle and International log rule.

  1.4 Recommend market possibilities for timber and secure assistance of U. S. and State Forestry Service personnel whenever needed.

  1.5 Determine the most economical use(s) of forest land and develop multiple-use programs.

possible recreational use
possible use as income producer from hunting and fishing
possibility of using timber land to conserve soil and water resources
possible income from timber production

2.0 Explain the economic importance of conservation for the state and nation.

  2.1 Identify the eight land capability classes and describe the practices to be used with each for maximum land use.

  2.2 Use soil maps.

  2.3 Recommend soil conservation practices for individual farms and secure the services of Soil Conservationists when technical assistance is needed.

Program Objectives - Animal Processing

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Describe and recommend approved facilities for sanitary production, processing and storage of meat, poultry and milk products.

- 1.1 Demonstrate methods of stunning or killing an animal for the slaughtering process.

- 1.2 Explain the reasons for and method of blood removal from the carcass.

- 1.3 Demonstrate the techniques of removing the skin from an animal's carcass.

- 1.4 Explain and demonstrate the correct method of removing feathers from fowl.

- 1.5 Demonstrate the evisceration process.

- 1.6 Identify and break the carcass into wholesale and retail cuts of beef, lamb, pork, and poultry.

- 1.7 Identify the meat cuts to use in making hamburger and sausage.

- 1.8 Explain and demonstrate the meat preservation processes.

- 1.9 Explain and use sanitation techniques to use in the production and processing of meat, poultry, and dairy products.

2.0 Maintain and service cutting, grinding, cooling, and pasteuring equipment used in the processing business.

Program Objectives - Agriculture Sales and Services

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Analyze and apply principles of selling agricultural products and financing the business.

- 1.1 Identify businesses that finance, sell to and service production agriculturists and/or process, market and distribute agricultural products.

- 1.2 Explain how agricultural businesses are operated and financed, and how these businesses render services.

- 1.3 Demonstrate techniques of displaying agricultural products to attract the customer and increase sales.

2.0 Identify employee and employer expectations and obligations.

- 2.1 Relate human relations abilities essential in off-farm agricultural occupations.

3.0 Develop an understanding of the knowledge needed about the products being sold.

Program Objectives - Horticulture Produce

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Identify vegetable crops, small fruits and tree fruits that are common to West Virginia, and their recommended usage.

  1.1 Relate the proper seeding dates, rate of planting and seeding practices for each vegetable crop.

  1.2 Demonstrate methods of transplanting the various small fruit plants and tree fruit seedlings.

  1.3 Explain and apply cultural practices necessary for efficient production of each vegetable and fruit crop.

  1.4 Identify and control common insects and diseases.

  1.5 Harvest, grade, package, store and/or market each horticultural crop.

2.0 Demonstrate safe methods of handling and applying chemicals used in the production and storage of horticultural crops.

Program Objectives - Production and Management

(A Production and Management option is available for election by students, even though program objectives are not included. This option represents greater depth to those program objectives shown for the core sequence.)

Any optional area	Semester Hours 17

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Vocational Agriculture	28
One Agriculture Option	17
General Studies	40
Professional Education	20

Professional Objectives - Agriculture (Vocational)

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Relate career opportunities in Agriculture and the steps necessary for an individual to prepare for occupational entry.

1.1 Identify employment opportunities, abilities required, beginning salaries, and advancement opportunities.

1.2 Evaluate information concerning agricultural occupations.

1.3 Assess pertinent occupational information in relation to personal characteristics, aptitudes, and interests.

1.4 Design exploratory work experience programs in selected occupations.

2.0 Identify contributory objectives and formulate appropriate human relations experiences.

2.1 Exemplify the dignity of work and its contributions toward advancement of family, community, and nation.

2.2 Know how to maintain effective and ethical working relationships with associates.

2.3 Understand and use effective communication skills.

2.4 Formulate desirable behavioral standards and acceptable work habits.

3.0 Demonstrate competence in areas of occupational guidelines and counseling.

3.1 Utilize planned home visits with prospective students and their parents to determine which students might profit from instruction in Agriculture.

3.2 Develop guidelines to be followed in recruitment and selection of students.

3.3 Assist the student in selecting the most appropriate supervised occupational experience program according to his interests and abilities.

3.4 Develop educational programs which will integrate classroom instruction and supervised occupational experience programs in agri-business.

3.5 Plan and conduct periodic visits to home or work stations to discuss vocational and educational plans and problems with students, parents, and/or employers.

3.6 Develop instructional units that will familiarize students with placement opportunities, self-employment opportunities, employment agencies and organizations, and job application and interview procedures.

4.0 Possess competencies required to administer a Vocational Agriculture program, demonstrated by the ability to:

- 4.1 Prepare departmental requisitions for essential equipment and supplies.
- 4.2 Prepare an annual report summarizing and evaluating the year's activities.
- 4.3 Communicate goals of the program to school administrators, businessmen, parents, and students, and secure their cooperation.
- 4.4 Establish and utilize an advisory committee to interpret progress and problems of the program.
- 4.5 Prepare and maintain essential reports and records.
- 4.6 Recognize the importance of participation in professional organizations.
- 4.7 Understand the need for a continuation of technical and professional educational improvement.
- 4.8 Prepare proposals for special projects.
- 4.9 Plan for scheduled equipment replacement.

5.0 Plan a course of instruction for the total Vocational Agriculture program based on community and student needs.

- 5.1 Formulate educational objectives in terms of behavioral change in students.
- 5.2 Develop unit and lesson plans selecting appropriate teaching technique in terms of desired learning outcome.
- 5.3 Plan, direct, and evaluate supervised occupational experience programs.
- 5.4 Make provision in instructional programs for individual differences among students.
- 5.5 Motivate students to develop desirable work habits, pride in accomplishments, and desire for self-improvement.
- 5.6 Evaluate programs in terms of stated objectives.
- 5.7 Organize and advise youth and adult organizations in such a manner as to enhance the instructional program.

6.0 Possess competencies required to administer a Vocational Agriculture program.

7.0 Design and promote activities that will offer the student an opportunity to develop effective agricultural leadership, citizenship, and cooperation.

Art

Introduction

The study of Art and its production is one of the fundamental bases of human learning. Art is a pathway through which knowledge and human exper- is shared and acquired. Art is essential to, and irreplaceable, in a balanced curriculum.

A teacher education program must emphasize preparation in all phases of visual art. The prospective teacher should acquire knowledge pertiment to the selection and use of Art concepts, techniques, and materials.

Program Objectives - Grades 4-8

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Demonstrate knowledge of the elements and principles of Art.

  1.1 Perform in one major area of studio concentration.

  1.2 Locate and utilize resources such as gallaries, displays, and art publications.

2.0 Demonstrate competency in the creation and use of two and three dimensional materials and processes.

3.0 Possess a survey point of view toward art history.

4.0 Demonstrate a facility with professional concepts of motivation for Art.

Art - Grades 4-8 Semester Hours 24

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Art, Grades 4-8	24
Elementary	53
General Studies	40
Professional Education	20

Program Objectives - Grades 7-12 or K-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Demonstrate knowledge of the elements and principles of art.

  1.1 Perform in one major area of studio concentration.

  1.2 Locate and utilize resources such as gallaries, displays, and Art publications.

2.0 Demonstrate competency in the creation and use of two and three dimensional materials and processes.

3.0 Possess a survey point of view toward art history.

4.0 Demonstrate proficiency in several studio areas and excel in one major studio area.

5.0 Demonstrate knowledge of the multiple dimensions of art including:

- historical
- social
- psychological
- functional
- personal
- religious

6.0 Demonstrate ability to analyze critically contemporary art works and concepts, including classroom work.

7.0 Utilize an art vocabulary pertinent to the visual world.

8.0 Demonstrate knowledge of the elements and principles of design and the concept of flexibility in their use.

Art - Grades 7-12	Semester Hours 30
Art - Grades K-12	Semester Hours 40

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Art, Grades 7-12	30
A Specialization for Grades 7-12 or Grades K-12 or Grades 7-9	
General Studies	40
Professional Education	20

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Art, Grades K-12	40
General Studies	40
Professional Education	20

Professional Objectives - Art

1.0 Identify the prevailing theories of human growth and development in art and distinguish those relevant to the age and development level of pupils.

  1.1 Identify the characterisitcs of art at each stage of human development.

  1.2 Relate the vocabulary of art to appropriate developmental stages.

  1.3 Draw upon the student's experiences for motivation in two and three dimensional materials and drawing and painting processes.

  1.4 Introduce group experiences at appropriate developmental stages.

  1.5 Introduce creative two-dimensional and three-dimensional activities at appropriate developmental stages.

  1.6 Initiate problem-solving experiences.

  1.7 Communicate to pupils the value of individuality.

2.0 Relate art to other subjects in the curriculum in a manner consistent with the major goals and characteristics of each correlated subject.

3.0 Conduct an art lesson on the elementary through the high school levels.

  3.1 Provide a wide range of visual materials in the classroom.

  3.2 Utilize an art vocabulary pertinent to the visual world.

  3.3 Be able to create needed instructional materials.

4.0 Promote art in the school and community.

Business Education

Introduction

Business Education is concerned with two major aspects of education on the secondary level. It seeks to develop the knowledges, attitudes, skills, and concepts needed by all people to be effective in conducting their personal business transactions and in their understanding of the economic system. In addition, it should provide for the acquisition of knowledges, skills, and attitudes needed for employment and for advancement in business careers. Teachers of business, at any level, must be prepared to plan, administer, execute, and evaluate the variety of learning experiences needed to prepare prospective office workers.

Program Objectives - Business Education, Grades 7-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Communicate effectively at varying levels of human interaction and by various means.

  1.1 Use language effectively.

  1.2 Write legibly and organize grammatically correct material.

  1.3 Convey ideas orally in a manner that will be clear and concise.

  1.4 Recognize the attitudes, feelings, and opinions of others and have a respect of these opinions as sources of possible additional information which should be of direct value.

2.0 Outline new developments in word processing and its effect on the employment of the business community.

  2.1 Use the typewriter effectively as a tool in written communication.

  2.2 Employ communication technology.

  2.3 Employ proper telephone technique and articulate its role in the business world.

  2.4 Be aware of the value of closed circuit television and the data phone, and when this might be most effectively used in the classroom.

3.0 Interpret quantitative analysis and how it is used in business and economics.

3.1 Articulate accounting theory - use of journals, ledgers, financial statements and analysis.

3.2 Make original entries, post the ledgers, and prepare financial statements for various types of business organizations.

3.3 Analyze and explain various components of financial statements.

3.4 Have a basic facility of statistics.

3.5 Analyze and explain statistical data.

3.6 Apply the fundamentals of quantitative techniques to business and economics.

3.7 Use mathematical functions in marketing and economics, as well as the mathematics of marketing, banking, finance, and accounting.

3.8 Interpret the responses he gets to quantitative input.

4.0 Develop desirable human relations skills needed to cope with the varied situations in office occupations relating to employers and immediate supervisors, employees, receiving visitors and responding to telephone callers.

4.1 Recognize the effect of proficient utilization of the communication skills of speaking, listening, writing, and gesturing in creating desirable human relations.

4.2 Display such personality and character traits as courtesy, tact, loyalty, honesty, integrity, initiative, dependability and responsibility.

4.3 Recognize the importance of and value in employing ethical practices and concepts in all office work.

4.4 Apply accepted office procedures for making appointments, receiving callers, keeping records, using the telephone, and reminding both employers and employees of commitments.

4.5 Cultivate proper attitudes toward work which recognize the importance of giving a day's work in return for a day's pay.

5.0 Demonstrate proficiency in various office machines.

5.1 Be proficient in the use of the typewriter and its application to personal and business communications.

5.2 Be proficient in the operation of adding and calculating machines used in modern business.

5.3 Be proficient in the operation of dictating and transcribing machines used in mocern business.

5.4 Be proficient in reprographic processes - stencil duplicators, spirit process duplicators, offset duplicators, and photo copiers.

6.0 Demonstrate proficiency in shorthand.

6.1 Articulate the theory of shorthand.

6.2 Be proficient in taking dictation.

6.3 Be proficient in the transcription of dictation in acceptable form.

7.0 Demonstrate proficiency in records management.

7.1 Have a facility with filing systems and equipment.

7.2 Code and index records.

7.3 Store and retrieve records.

8.0 Utilize effective methods of supervision.

8.1 Prepare and use an office manual incorporating office organization, procedures, policies, and regulations for acceptable work performance, authority and responsibility relationships, effective communication, and job description.

8.2 Provide satisfactory work environment with essential office machinery and supplies.

8.3 Maintain accurate machine and supply inventories.

8.4 Instruct office employees in using modern methods and procedures to produce work to meet acceptable office standards.

8.5 Motivate employees to work as a team and individually in accomplishing the varied duties of their jobs.

9.0 Possess a working knowledge of the American economic system and an understanding of other economic systems.

9.1 Lead students in learning how to interpret economic issues which affect them and how to manage their economic affairs efficiently.

10.0 Interpret the marketing function from the point of manufacturer to consumer, including purchasing, transportation, warehousing, pricing, advertising, selling and servicing.

11.0 Articulate the legal environment of business, including the law of contracts, consumer protection, legislation, Uniform Commercial Code, and important human rights legislation as applied to the business community.

12.0 Identify the financial institutions in the economy, including the roles of banking, credit, insurance, government and lending institutions.

13.0 Analyze management principles and procedures, policy formulation, management control and coordination, communication, and the human aspect of psychology.

Business Education[1]	Semester Hours 47

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Business Education, Grades 7-12	47
General Studies	40
Professional Education	20

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[1] The teacher, in order to fully understand the application of theory to business, must have a meaningful exposure to the business world through a minimum of 200 clock hours of verified work experience, simulation, or practicum, or combination thereof, in a five-year period prior to certification.

Program Objectives - Secretarial Studies, Grades 7-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Communicate effectively at varying levels of human interaction and by various means.

1.1 Use language effectively.

1.2 Write legibly and organize grammatically correct material.

1.3 Convey ideas orally in a manner that will be clear and concise.

1.4. Recognize the attitudes, feelings, and opinions of others and have a respect of these opinions as sources of possible additional information which should be of direct value.

2.0 Outline new developments in word processing and its effect on the employment of the business community.

2.1 Use the typewriter effectively as a tool in written communication.

2.2 Employ communication technology.

2.3 Employ proper telephone technique and articulate its role in the business world.

2.4 Be aware of the value of closed circuit television and the data phone, and when this might be most effectively used in the classroom.

3.0 Interpret quantitative analysis and how it is used in business and economics.

3.1 Articulate accounting theory - use of journals, ledgers, financial statements and analysis.

3.2 Make original entries, post the ledgers, and prepare financial statements for various types of business organizations.

3.3 Analyze and explain various components of financial statements.

3.4 Have a basic facility of mathematics as applied to business and economics.

3.5 Apply the fundamentals of quantitative techniques as applied to business and economics.

3.6 Use mathematical functions in marketing and economics as well as mathematics of marketing, banking, finance, and accounting.

4.0 Develop desirable human relations skills needed to cope with the varied situations in office occupations relating to employers and immediate supervisors, employees, receiving visitors and responding to telephone callers.

4.1 Recognize the effect of proficient utilization of the communication skills of speaking, listening, writing, and gesturing in creating desirable human relations.

4.2 Display such personality and character traits as courtesy, tact, loyalty, honesty, integrity, initiative, dependability, and responsibility.

4.3 Recognize the importance of and value in employing ethical practices and concepts in all office work.

4.4 Apply accepted office procedures for making appointments, receiving callers, keeping records, using the telephone, and reminding both employers and employees of commitments.

4.5 Cultivate proper attitudes toward work which recognize the importance of giving a day's work in return for a day's pay.

5.0 Demonstrate proficiency in various office machines.

5.1 Be proficient in the use of the typewriter and its application to personal and business communications.

5.2 Be proficient in the operation of adding and calculating machines used in modern business.

5.3 Be proficient in the operation of dictating and transcribing machines used in modern business.

5.4 Be proficient in reprographic processes - stencil duplicators, spirit process duplicators, offset duplicators, and photo copiers.

6.0 Demonstrate proficiency in shorthand.

6.1 Articulate the theory of shorthand.

6.2 Be proficient in taking dictation.

6.3 Be proficient in the transcription of dictation in acceptable form.

7.0 Demonstrate proficiency in records management.

7.1 Have a facility with filing systems and equipment.

7.2 Code and index records.

7.3 Store and retrieve records.

8.0 Prepare and use an office manual incorporating office organization, procedures, policies, and regulations for acceptable work performance, authority and responsibility relationships, effective communication, and job descriptions.

8.1 Utilize effective methods of supervision.

8.2 Provide satisfactory work enviornment with essential office machinery and supplies.

8.3 Maintain accurate machine and supply inventories.

8.4 Instruct office employees in using modern methods and procedures to produce work to meet acceptable office standards.

8.5 Motivate employees to work as a team and individually in accomplishing the varied duties of their jobs.

9.0 Articulate the legal environment of business, including the law of contracts, consumer protection legislation, Uniform Commercial Code, and important human rights legislation as applied to the business community.

Secretarial Studies[1]	Semester Hours 33

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Secretarial Studies,[2] Grades 7-12	33
A Specialization for Grades 7-12 or Grades K-12 or Grades 7-9	
General Studies	40
Professional Education	20

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[1] The teacher, in order to fully understand the application of theory to business, must have a meaningful exposure to the business world, through a minimum of 200 clock hours of verified work experience, simulation, or practicum, or combination thereof, in a five-year period prior to certification.

[2] This specialization cannot be granted in combination with Business Education.

Program Objectives - Business Principles, Grades 7-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Communicate effectively at varying levels of human interaction and by various means.

1.1 Use language effectively.

1.2 Write legibly and organize grammatically correct material.

1.3 Convey ideas orally in a manner that will be clear and concise.

1.4 Recognize the attitudes, feelings, and opinions of others and have a respect of these opinions as sources of possible additional information which should be of direct value.

2.0 Outline new developments in word processing and its effect on the employment of the business community.

2.1 Use the typewriter effectively as a tool in written communication.

2.2 Employ communication technology.

2.3 Employ proper telephone technique and articulate its role in the business world.

2.4 Be aware of the value of closed circuit television and the data phone, and when this might be most effectively used in the classroom.

3.0 Interpret quantitative analysis and how it is used in business and economics.

3.1 Articulate accounting theory - use of journals, ledgers, financial statements and analysis.

3.2 Make original entries, post the ledgers, and prepare financial statements for various types of business organizations.

3.3 Analyze and explain various components of financial statements.

3.4 Apply mathematics to business and economics.

3.5 Apply the fundamentals of quantitative techniques to business and economics.

3.6 Use mathematical functions in marketing and economics.

3.7 Use the mathematics or marketing, banking, finance and accounting.

3.8 Interpret responses to quantitative input.

3.9 Have a basic facility of statistics.

3.10 Analyze and explain statistical data.

4.0 Develop desirable human relations skills needed to cope with the varied situations in office occupations relating to employers and immediate supervisors, employees, receiving visitors, and responding to telephone callers.

4.1 Recognize the effect of proficient utilization of the communication skills of speaking, listening, writing, and gesturing in creating desirable human relations.

4.2 Display such personality and character traits as courtesy, tact, loyalty, honesty, integrity, initiative, dependability and responsibility.

4.3 Recognize the importance of and value in employing ethical practices and concepts in all office work.

4.4 Apply accepted office procedures for making appointments, receiving callers, keeping records, using the telephone, and reminding both employers and employees of commitments.

4.5 Cultivate proper attitudes toward work which recognize the importance of giving a day's work in return for a day's pay.

5.0 Demonstrate proficiency in various office machines.

5.1 Be proficient in the use of the typewriter and its application to personal and business communications.

5.2 Be proficient in the operation of adding and calculating machines used in modern business.

5.3 Be proficient in reprographic processes - stencil duplicators, spirit process duplicators, offset duplicators, and photo copiers.

6.0 Demonstrate proficiency in records management.

6.1 Have a facility with filing systems and equipment.

6.2 Code and index records.

6.3 Store and retrieve records.

7.0 Utilize effective methods of supervision.

7.1 Prepare and use an office manual incorporating office organization, procedures, policies and regulations for acceptable work performance, authority and responsibility, relationships, effective communication, and job descriptions.

7.2 Provide satisfactory work environment with essential office machines and supplies.

7.3 Maintain accurate machine and supply inventories.

7.4 Instruct office employees in using modern methods and procedures to produce work to meet acceptable office standards.

7.5 Motivate employees to work as a team and individually in accomplishing the varied duties of their jobs.

8.0 Possess a working knowledge of the American economic system and an understanding of other economic systems.

8.1 Lead students in learning how to interpret economic issues which affect them and how to manage their economic affairs efficiently.

9.0 Interpret the marketing function from the point of manufacturer to consumer, including purchasing, transportation, warehousing, pricing, advertising, selling and servicing.

10.0 Articulate the legal environment of business, including the law of contracts, consumer protection legislation, Uniform Commercial Code, and important human rights legislation as applied to the business community.

Business Principles[1] Semester Hours 33

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Business Principles,[2] Grades 7-12	33
A Specialization for Grades 7-12 or Grades K-12 or Grades 7-9	
General Studies	40
Professional Education	20

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[1] The teacher, in order to fully understand the application of theory to business, must have a meaningful exposure to the business world through a minimum of 200 clock hours of verified work experience, simulation, or practicum, or combination thereof, in a five-year period prior to certification.

[2] This specialization cannot be granted in combination with Business Education.

Distributive Education

Introduction

Distributive Education is a program of vocational instruction in marketing, merchandising and management for those preparing for or engaged in distributing goods and services to the public, including all retail, wholesale and service occupations. The program offers preparatory instruction for students desiring to explore distribution as a career, seeking a broader knowledge of the principles of free enterprise, or building a foundation for continuing education related to distribution. Distribution Education is also an example of cooperative instruction, requiring the joint interest and efforts of the school, the distributive businesses and the community. The Distributive Education program consists of four distinct subdivisions.

Definitions

Technical Areas

Marketing	The performance of business activities that direct the flow of goods and services from producer to consumer or user. Marketing includes the study of areas such as salesmanship, sales management, and sales promotion.
Merchandising	Servicing goods and preparing items for sale. Merchandising includes the study of areas such as retailing, wholesaling, and principles of buying.
Management	The skillful treatment and judicious use of means to accomplish an end. Management includes the study of areas such as personnel management, store management, and human behavior organizations.

Professional Areas

Developing Instructional Materials for Occupational Courses
Principles and Practices of Cooperative Education
Designing and Administering Cooperative Occupational Education Programs

Program Objectives - Marketing

The teacher education program shall provide training and experience which will enable the Distributive Education Teacher-Coordinator to:

1.0 Recall marketing principles.

1.1 Types of markets, include retail, wholesale, farmers', commodity, and stock markets.

1.2 Types of goods may be classified as free and economic goods which include consumers' and producers' goods.

1.3 Types of economic wants and needs which are primary and secondary.

1.4 Income may be classified as rent, wages, interest, and profit areas.

1.5 Functions of marketing include research, buying, selling, transportation, storage, standardization, finance, and risk-bearing.

2.0 Recall selling principles.

2.1 Types of selling situations which include retail, wholesale, speciality and service.

2.2 Basic steps in selling including the approach, the determining of the customer's needs and desires, showing or demonstrating the merchandise, answering the customer's questions and objections, closing the sale, suggesting additional merchandise and following up the sale.

2.3 Consumer relations with the impulsive, undecided, deliberate, argumentative, friendly, decisive, silent, nervous, child, and elderly customer.

3.0 Demonstrate a knowledge of display.

3.1 Purposes of displays which are to attract attention, to stimulate interest, to create desire, to build confidence, to show new uses of merchandise, to suggest merchandise combinations, to build prestige and goodwill and to stimulate action.

3.2 Differences between a window and interior display.

3.3 Essentials of good display, made with the customer in mind, including central topic, timeliness, balance, appropriate line and design, color, reflection of the store image, cleanliness and lighting.

4.0 Demonstrate a knowledge of advertising principles and purposes.

4.1 The purposes of good advertising are to gain attention, to create an interest and desire, and to develop customer action.

4.2 A printed advertisement must include: a headline, an illustration, color, copy, a layout, a signature plate, the appropriate type, and an appropriate use of white space.

4.3 Different advertising media such as newspapers, radio, television, billboards, handbills and mail can be utilized in promoting different sales.

4.4 Advertising develops customer awareness of new products, little-used or little-known products, current product prices, and enable him to shop and compare products, to compare services of different stores and to raise his standard of living.

4.5 Retailer may use advertising to increase sales, introduce new products, increase customer traffic, reduce seasonal fluctuation and inventory.

5.0 Utilize effective communications.

5.1 Prepare clearly written communications and interpret written communication by the use of forms and reports.

5.2 Interpret management's policies to employer, employees' problems to management, and company policies to new customers, new employees and new vendors.

5.3 Conduct effective department employee meetings, assist with on the job training or teaching others, and recognize that department or store-wide meetings are a good way to keep employees informed of promotions, changing methods and operations.

5.4 Interpret to customers store policies such as monthly billing statements, credit terms and translate technical information into customer-benefit language.

5.5 Identify the factors involved in effective use of the telephone and telephone etiquette.

5.6 Describe the benefits derived by the business by making the public aware of a positive business image.

Program Objectives - Merchandising

The teacher education program shall provide training and experience which will enable the Distributive Education teacher-coordinator to:

1.0 Apply both retail or cost method of accounting.

1.1 Identify the elements involved in the retail method of accounting and analyze such elements as retail reductions, cost of goods sold, and total merchandise.

1.2 Interpret methods of inventory such as cost or retail.

1.3 Support a preference for the cost method or the retail method of accounting.

2.0 Make sound business decisions by utilizing vendors' terms and discounting policies.

  2.1 Recall the usual or typical discounts in terms offered by manufacturers in various markets.

  2.2 Use the discounts offered by manufacturers in merchandising a department profitably.

  2.3 Utilize cash discounts received from manufacturers to influence merchandizing policies.

3.0 Display successful merchandizing practices.

  3.1 Identify the factors which influence open-to-buy.

  3.2 Discover the factors of increasing open-to-buy.

  3.3 Compute open-to-buy.

4.0 Utilize merchandise pricing.

  4.1 Outline the factors in addition to the cost price which affect the retail price merchandise.

  4.2 Describe a store's price-line structure and pricing policies.

  4.3 Recall federal and state laws applicable to pricing and analyze their effect on pricing merchandise.

  4.4 Identify the ways prices psychologically motivate buying.

  4.5 Use a store's price-line structure and pricing policies when buying and pricing merchandise.

  4.6 Detect the ways prices affect customers psychologically.

  4.7 Analyze the influence of factors, in addition to cost price, which affect the retail price of merchandise.

  4.8 Understand seasonal price changes in products and price items promotionally at the most advantageous time.

  4.9 Become alert to incorrectly priced items.

5.0 Relate successful merchandising to promotional activities.

  5.1 Stimulate sales with timely advertising, markdowns, special sales, and sales force incentives.

  5.2 Incorporate seasonal departmental advertising.

    5.3 Resell merchandise at its time of purchase.

    5.4 Identify "hot items" and follow up with additional merchandising and promotional activities.

    5.5 Utilize the merchandizing principle that business image helps determine the proportion of promotional activity versus staple merchandise appeal that should be developed.

    5.6 Consider packing possibilities.

6.0 Operate unit inventory control records.

    6.1 Maintain an accurate record of the supply of merchandise on hand or amount to reorder.

    6.2 Keep the unit inventory control systems up-to-date.

    6.3 Maintain a balanced stock as a basis for profitable merchandise.

    6.4 Demonstrate how stock control errors or losses affect company profits.

    6.5 Outline the procedures involved in merchandise count.

    6.6 Take accurate stock counts of merchandise for ordering, inventory, or collecting unit-control books.

    6.7 Assess the value of information derived from inventory control systems.

    6.8 Translate inventory data into a system for maintaining unit control records.

Program Objectives - Management

The teacher education program shall provide training and experience which will enable the Distributive Education Teacher-Coordinator to:

1.0 Appraise personnel organizations.

    1.1 Define personnel organization and explain its purpose.

    1.2 Identify types of typical personnel organization used by different size business operations.

    1.3 Utilize lines of authority set forth by a personnel organization in management operations.

    1.4 Understand the importance of personnel organization in producing profit.

2.0 Plan departments and store merchandise arrangements in relation to floor space expense, potential sales and profits.

    2.1 Indicate the ways to develop department or store merchandise arrangements in relation to floor space expense, potential sales and profits.

    2.2 Perceive the influence of store arrangement of efficient and profitable operation.

    2.3 Integrate quantities of items stocked, floor locations, and size of display space to maximize net profit.

    2.4 Relate department layout and stock arrangements to increased productivity.

3.0 Increase job performance through an effective use of personnel management.

    3.1 Identify and utilize criteria for job classifications and performance.

    3.2 Establish and maintain good working conditions.

    3.3 Establish wage schedules and job classification best suited to a particular business.

    3.4 Evaluate employment policies.

    3.5 Utilize acceptable interview techniques.

4.0 Increase work production by initiating an adequate training program.

    4.1 Provide for effective orientation for new employees.

    4.2 Develop an awareness in management personnel of the most effective method of training for various situations.

5.0 Develop a budget.

    5.1 Operate a business within which functions can be realistically controlled.

    5.2 Plan and organize work by means of work force budget.

    5.3 Evaluate the management operations of a similar business.

    5.4 Compare operating results against the planned operating budget of a similar business.

6.0 Evaluate factors which control expense.

  6.1 Explain methods for controlling expenses in order to provide the highest possible profit.

  6.2 Employ job analysis techniques to determine the most efficient way to accomplish a job.

  6.3 Allevaite problem areas such as inventory shrinkage, high personnel turnover, high variable expenses and low margin.

Program Objectives - Professional Studies

The teacher education program shall provide training and experience which will enable the Distributive Education teacher-coordinator to demonstrate competencies in:

1.0 The teaching function, including curriculum development, lesson planning, presentation of material and evaluation.

  1.1 Plan a year's sequence of study based on the school system's schedule and calendar and the needs of the students.

  1.2 Develop explicit assignments for students so that learning outcomes and evaluation will be most effectively realized.

  1.3 Select and use the most appropriate teaching techniques in terms of desired learning outcomes.

  1.4 Select most appropriate participation experience for use in developing job competencies of students.

  1.5 Make provision for individual differences in the instructional plan.

  1.6 Select and incorporate appropriate materials into lessons based on student and community needs.

  1.7 Assess the relevance and worth of teaching materials and aids in relation to the current curriculum circumstances.

  1.8 Formulate and communicate educational objectives in terms of expected behavioral changes in students.

  1.9 Develop in each student safe work habits, pride in his job, and desire for advancement.

  1.10 Apply the theories of learning in the classroom.

  1.11 Assist students in learning problem solving techniques.

1.12 Use methods and techniques stressing simulated, vicarious and direct experience such as school laboratory and workshop, on-the-job training, lecture-demonstration, field trips.

1.13 Evaluate a student's progress in terms of stated objectives.

1.14 Construct measures of learning in terms of stated objectives.

2.0 The guidance function, including recruitment, selection, placement, and counseling of students in cooperation with school guidance counselors.

2.1 Disseminate information to parents of students interested in Distributive Education.

2.2 Select and evaluate information found in student permanent records which would be of use in various counseling situations.

2.3 Utilize interview and observation techniques in determining which students can and sincerely wish to profit from instruction.

2.4 Develop policies to serve as flexible guidelines in the selection of students for both the cooperative and the project plans of the program.

2.5 Prepare an informational bulletin describing conditions of enrollment and occupational information relating to career objectives in the field of distribution.

2.6 Assist the student in selecting the most appropriate on-the-job training placement according to his vocational interest, aptitude and ability.

2.7 Apply sound counseling and guidance principles.

2.8 Show students the numerous ways other courses will assist in the development of competencies needed in their chosen field.

3.0 The coordination function, including selection of training agencies, placing students, evaluating student progress on-the-job and coordinating theory and practice.

3.1 Select and maintain training situations that provide the best possible training for individual students depending on their needs and career objectives.

3.2 Plan, direct, and evaluate various participating experiences which focus on activities in distributive occupations and decision-making situations in distribution.

3.3 Design projects and other activities which will provide learning experiences for students who are not in the cooperative program.

3.4 Conduct successful conferences with training sponsors, personnel directors and other management personnel.

3.5 Observe critical students at their jobs as one means of effective coordination.

3.6 Interpret technical information to answer the questions of local merchants.

3.7 Interpret current trends of business operation through observation and conferences with businessmen.

3.8 Determine when a student is adequately prepared to seek a part-time job in a distributive occupation.

3.9 Identify appropriate part-time employment situations for each student.

4.0 The supervising and administration function of a Distributive Education program.

4.1 Prepare a Distributive Education departmental budget.

4.2 Justify the need for physical equipment and supplies.

4.3 Plan weekly, monthly and yearly calendars of tasks to be performed in order to accomplish the stated immediate and long-range goals of the program.

4.4 Prepare an annual report that both summarizes and evaluates the year's activities.

4.5 Supervise students in planning and carrying out a program of activities in DECA which will accomplish stated objectives.

4.6 Develop and evaluate questionnaires for shopping and service surveys.

4.7 Communicate the goals of the Distributive Education program to school administrators, merchants, parents and students.

4.8 Interpret for the Advisory Committee the progress, success and problems of the program.

4.9 Prepare and maintain necessary records, reports and forms for the successful operation of the program.

4.10 Design and conduct practical research that could provide a basis for improving techniques and efficiency in distribution and marketing.

5.0 The public relations and communications function.

5.1 Analyze and use new ideas gained from observing vocational programs of other schools.

5.2 Prepare and deliver informative and inspirational speeches.

5.3 Interpret to school administrators and interested persons the progress of the program.

5.4 Prepare script for radio and/or television programs.

5.5 Participate in extemporaneous discussions about the program.

5.6 Write news articles for local news media and for trade and professional media.

5.7 Make sound judgments regarding ethical decisions.

Distributive Education	Semester Hours 24

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Distributive Education[1]	24
Technical Areas (15)	
Professional Studies (9)	
General Studies	40
Professional Education	20
A Specialization for Grades 7-12, Grades K-12 or Grades 7-9	

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[1] Two thousand (2,000) hours of verified work experience in the distributive or service occupations. Wage-earning experience shall be in businesses that sell (1) goods at retail, (2) services at retail - including financial and transportation services, and (3) wholesale.

English

Introduction

Language is the basic tool with which we learn, think, and teach. Through language we acquire knowledge of various areas such as science, mathematics, social studies, and the humanities. The English teacher preparation program is based on two assumptions: first, to teach English effectively, the prosepctive teacher must know not only the subject matter of English (language, literature, and composition) but must possess the personal qualities and professional skills to enable him to communicate his knowledge and appreciation to his students; second, his preparation for teaching English should be based upon and supplemented by a background in the liberal arts and sciences, including psychology.

The content and skill objectives and competencies listed under language, composition, and literature sections are all designed to prepare the prospective teacher for effective teaching in his classroom.

The English single field prepares the teacher primarily in literature, language, and composition.

Program Objectives - Grades 7-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Delineate and describe the concepts underlying the use of language levels and patterns for a variety of purposes.

  1.1 Develop the concept that language is primarily a system of sounds and there is not always a direct correspondence between the basic units of sound (phonemes) and the arbitrary symbol system (graphemes) which represent these sounds.

  1.2 Develop the concept that language is not inert and static but a growing organism created by man, changing when his demand(s) upon it change.

  1.3 Recognize that language use (levels of usage) varies with purpose, audience, and occasion.

  1.4 Develop awareness that dialect differences reflect varying geographic areas and cultural experiences and become aware of the limitations and opportunities associated with both standard and non-standard dialects.

1.5 Develop the concept that meaning may be affected by various semantics factors such as contexts, levels of abstraction, metaphor, connotation, and denotation; between observations, inference, and judgment.

1.6 Apply the basic principles of at least two grammatical descriptions of English in order to improve written and oral communication.

2.0 Explain factors involved in the art and pleasure of reading, discussing, and writing about types of literature from various nations and literary periods.

2.1 Describe types and periods of literature, levels of interpretation, and influences of societal factors on literature.

2.2 Interpret important works of British and American literature and the literature of other nations. Examples of such interpretation include:

Interpreting historical developments of literature.

Evaluating the contribution of at least one major writer in terms of his biography, style, literary contributions, and impact.

Discussing literary contributions of modern writers including regional and ethnic authors such as Appalachian, Black, Indian, and Chicano.

2.3 Compare and contrast the literary genres; for example, prose, poetry, and drama.

2.4 Analyze a literary work, using knowledge of language and rhetoric and theories of literary criticism.

3.0 Recognize and demonstrate effective written communication by delineating the types and elements of effective expository and creating writing, personally demonstrating such writing.

3.1 Develop an awareness that effective creative expository writing consists of a high level of sensitivity to the way words convey meaning, and to the way style is effected by reader, purpose, and form. Some suggested techniques for demonstrating this include:

Developing organizational patterns such as comparison and contrast, cause and effect, example, classification, definition, and process.

Identifying rhetorical elements, such as unity, coherence, and emphasis, and editorial elements such as language usage, punctuation, and spelling.

Using the library research tools and process of research work writing.

Being familiar with the forms of writing for newspaper articles, magazine articles, and school yearbooks.

3.2 Illustrate effective writing by working with models such as revising writing with groups or individuals, analyzing examples of student and professional writing, writing letters to the editor, presenting professional concerns in local, state, and national journals, writing creatively, and sharing one's own experiences.

4.0 Identify and demonstrate the basic elements of the oral communication process (speaking, listening, and viewing).

5.0 Describe and explain the reading process.

5.1 Distinguish between the characteristics of prose, fiction (novels, short stories) and content material (science, social studies, mathematics) in relation to:

vocabulary load
sentence and paragraph structure
concept development

5.2 Select appropriate materials for developmental and remedial instruction.

English, Grades 7-12 Semester Hours 36

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

English, Grades 7-12	36
A Specialization for Grades 7-12 or Grades K-12 or Grades 7-9[1]	
General Studies	40
Professional Education	20

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[1] A student who elects English, Grades 7-12, may not elect a specialization in Language Arts, Grades 7-9.

Note: Course requirements for the certification of English teachers should reflect a reasonably balanced preparation in the areas of language, literature, and composition (oral and written). These requirements should include some preparation in reading, speech, and journalism.

Professional Objectives - Grades 7-12

1.0 Use the background knowledge of educational psychology, especially of the learning process in adolescent psychology, to facilitate student learning.

1.1 Exhibit the human qualities of the teacher by working successfully with children or adolescents, fellow teachers, administrators, and parents, and give evidence of having such qualities of maturity, creativity, a sense of humor, and self-discipline.

1.2 Use theories and methods of teaching the arts of literature, language, composition, and the skills of listening, viewing, speaking, reading, and writing appropriate to the level of the student he plans to teach.

1.3 Write unit and lesson plans that state the objectives in behavioral terms, list the procedures and activities, designate the materials needed, and provide a method for evaluating the degree to which the objectives have been met.

1.4 Identify problems that censorship can bring to the English classroom and know procedures for handling specific situations.

1.5 Use audio-visual equipment in material and create material for various media.

1.6 Plan the flow of class activities during the school year to meet the demands of the curriculum, the resources available, and the particular abilities, attitudes, and the needs of the student.

2.0 Develop teaching strategies and techniques which will enable students to see the development of the English language within its cultural and social context.

2.1 Acquaint students with the types, development, and use of lexicons of the language through devices such as discussing with students the types of information dictionaries contain, methods of compiling dictionaries, annotations in dictionaries of different periods, and differences among dictionaries.

2.2 Enable students to trace the etymological and semantic history of words.

3.0 Develop teaching strategies to enable students of varying levels to enjoy, discuss, and write about literature.

3.1 Provide opportunities for students to respond to literature through sense experience, emotional response, and thought. Some examples of such opportunities include:

Using questioning devices to lead student discussions that proceed from the simple to the complex, from words to images, from simple episodes to broad ideas in themes, and from the obvious elements of plot and characterization to styles, structure, and purpose.

Reading orally a literary work with such a degree of feeling that students respond to the author's ideas and feelings.

Introducing a wise variety of adolescent literature which reflects experiences that can be real and vital to students of varying abilities, needs, and interests.

Involving students in classroom activities such as individual oral interpretation, oral reading, and appropriate dramatic activities.

3.2 Create a desire among students to read extensively.

4.0 Describe teaching strategies for stimulating effective student writing.

4.1 Help students develop their potential to write creatively in such genres as short narrative, poetry, and drama, through such techniques as imagery, dialogue, characterization, action, symbolism, and tone.

4.2 Stimulate student writing activities by providing writing opportunities based on each student's skills, needs, and interests; and based on the value of the writing process to enable students to reveal themselves to themselves and to others.

4.3 Enable students to find writing processes both satisfying and profitable for them through such techniques as helping students to generate, organize and express ideas for and during the actual process of composition.

4.4 Respond to student writing with positive, sensitive, and specific suggestions for improvement which will respect the dignity of individual expression.

4.5 Organize instruction in composition so that it relates to the entire English curriculum, to other school subjects and activities, and to student concerns beyond the school.

4.6 Recognize how geographic and social economic backgrounds affect dialect in writing and speaking.

4.7 Help students learn alternative dialects for writing and speaking without undermining respect for the dialect learned in the home and neighborhood.

5.0 Create for students various speech situations, such as conversations, group discussions, reports, panel discussions, classroom dramatizations, role playing, and choral reading; and help increase competencies to use and understand various speech skills.

6.0 Accept the responsibility for teaching developmental reading in English classes, and aiding students to improve the various skills necessary for comprehension in reading.

6.1 Develop teaching methods to improve reading skills through such techniques as building a frame of reference, reading for main ideas, figurative language, recognizing transitional devices, and understanding definitions and inferences.

6.2 Identify and refer students whose reading problems are of such a nature that they require the help of specialized instruction.

6.3 Use basic knowledge of diagnostic techniques and remedial methods for correct reading instruction through such devices as:

Identifying the student's potential and actual reading level.

Selecting formal tests and using informal tests to aid in the diagnostic process.

Recognizing the retarded reader, the slow learner, the reluctant reader, and the disadvantaged reader and developing limited techniques to improve reading skills.

Foreign Languages

French, German, Russian, and Spanish

Introduction

Foreign language study is unique in that it provides the student the opportunity to develop a different frame of reference through which he may better understand himself and his relationship to other peoples and cultures. In the modern languages, French, German, Russian, and Spanish, the student can experience the pleasure of communication with other peoples in their own language, an intensely human experience.

In order to prepare foreign language teachers, a broad program is needed. Each institution is responsible for developing a program which will prepare prospective teachers in the minimal competencies listed below.

Program Objectives - Grades 4-8

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Understand a native speaker, in person or on tape, who speaks relatively slowly and enunciates carefully on a subject with which the prospective teacher is familiar.

2.0 Speak on an assigned subject at normal speed with pronunciation and intonation which are readily understood by a native speaker.

3.0 Read and summarize, in the foreign language or in English, materials taken from commonly used Level Three or Four secondary school materials.

4.0 Write a dialogue without obvious mistakes in vocabulary and structure.

5.0 Demonstrate the production of sounds in the target language.

    5.1 Distinguish between phonemes in English and the target language.

    5.2 Demonstrate the production of sounds in the target language.

    5.3 Evaluate sound production of others in the target language.

    5.4 Prescribe remedial procedures for correction of sound difficulties.

6.0 Identify outstanding figures and significant contributions of the foreign culture to world civilization (sciences, arts, humanities).

- 6.1 Trace the basic historical development of the foreign country or countries.
- 6.2 Locate the basic geographical features of the foreign country or countries.
- 6.3 Identify outstanding figures and significant contributions of the foreign culture to world civilization (sciences, arts, humanities).
- 6.4 Describe major contributions of the foreign culture to the United States.
- 6.5 Describe basic contemporary social patterns of the foreign culture.
- 6.6 Present the traditional material of the culture, such as nursery and counting rhymes, fairy tales, fables, games, songs, dances, and legends.

French or German or Russian or Spanish, Grades 4-8 Semester Hours 18[1]

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

French or German or Russian or Spanish, Grades 4-8	18
Elementary	53
General Studies	40
Professional Education	20

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[1] Minimum hours may be reduced if a student is given advanced placement for secondary work covering equivalent content.

Program Objectives - Grades 7-9

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Understand a native in person or on tape, who speaks relatively slowly and enunciates carefully on a subject with which the prospective teacher is familiar.

2.0 Speak on current topics at normal speed with pronunciation and intonation which would be understood by a native speaker.

3.0 Read and summarize in the foreign language materials taken from commonly used Level Three or Four secondary school materials.

4.0 Write an answer to a personal letter written in the foreign language without obvious mistakes in vocabulary and structure.

5.0 Demonstrate the production of sounds in the target language.

    5.1 Distinguish between phonemes in English and the target language.

    5.2 Demonstrate the production of sounds in the target language.

    5.3 Evaluate sound production of others in the target language.

    5.4 Prescribe remedial procedures for correction of sound difficulties.

6.0 Identify outstanding figures and significant contributions of the foreign culture to world civilization (sciences, arts, humanities).

    6.1 Trace the basic historical development of the foreign country or countries.

    6.2 Locate the basic geographical features of the foreign country or countries.

    6.3 Identify outstanding figures and significant contributions of the foreign culture to world civilization (sciences, arts, humanities).

    6.4 Describe major contributions of the foreign culture to the United States.

    6.5 Compare basic contemporary social patterns of the foreign culture with his own.

    6.6 Integrate the traditional material of the culture, such as legends, fables, songs, games, and dances with learning activities.

French or German or Russian or Spanish, Grades 7-9 Semester Hours 24[1]

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

French or German or Russian or Spanish, Grades 7-9	24
A Specialization for Grades K-12[2] or Grades 7-12[2]	
General Studies	40
Professional Education	20

Footnotes

[1] Minimum hours may be reduced if a student is given advanced placement for secondary work covering equivalent content.

[2] A student who elects Journalism, Grades 7-12 or Safety, Grades 7-12 or School Social Services, Grades K-12 must complete an additional specialization for Grades 7-12 or Grades K-12 if he also wishes to complete the specialization for modern Foreign Language, Grades 7-9.

Program Objectives - Grades 7-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Understand a native who speaks distinctly on a subject with which the prospective teacher is familiar.

2.0 Participate in conversation on daily life situations.

3.0 Read and summarize in the foreign language on unfamiliar article or a general nature taken from a recent newspaper or periodical.

4.0 Write free composition on any subject about which he is knowledgeable without obvious mistakes.

5.0 Demonstrate the production of sounds in the target language.

  5.1 Distinguish between phonemes in English and the target language.

  5.2 Evaluate sound production of others in the target language.

  5.3 Prescribe remedial procedures for correction of sound difficulties.

6.0 Identify outstanding figures and significant contributions of the foreign culture to world civilization (sciences, arts, humanities).

  6.1 Trace the basic historical development of the foreign country or countries.

  6.2 Locate and describe the basic geographic features of the foreign country or countries.

  6.3 Discuss the political and economic aspects of the country in relation to historical development and geographic features.

  6.4 Trace the major literary developments.

6.5 Describe the major contributions of the foreign culture to the United States.

6.6 Compare basic contemporary cultural patterns of the foreign culture with his own.

6.7 Integrate the traditional material of the culture, such as legends, fables, songs, games, and dances, with learning activities.

French or German or Russian or Spanish, Grades 7-12 Semester Hours 30[1]

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

French or German or Russian or Spanish, Grades 7-12	30
A Specialization for Grades 7-12 or Grades 7-9 or Grades K-12	
General Studies	40
Professional Education	20

Professional Objectives

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Demonstrate and describe alternative classroom techniques for teaching and evaluating each of the following student behaviors:

listening comprehension
speaking skills
reading comprehension
writing proficiency
cultural concept

2.0 Operate and care for audio-visual equipment appropriate for foreign language instruction, such as photographic copying machines, cassette and reel tape recorders, overhead projectors, slide projectors, filmstrip projectors, movie projectors, opaque projectors, and record players.

2.1 Prepare instructional materials using above equipment; for example, duplicate tapes, prepare masters using photographic copying machines.

2.2 Use a console (language lab or electronic classroom) to monitor, correct, and evaluate students.

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[1] See footnote on page 110

3.0 Write behavioral objectives for a lesson. These objectives will be accompanied by suggested activities and evaluative criteria.

4.0 Demonstrate or describe ways to adapt current trends in curriculum development, such as, individualized instruction, multi-media, multiple sized groups, team teaching, flexible scheduling, learning centers, and learning packets, to foreign language instruction.

  4.1 Identify the administrative process for effecting curriculum changes.

5.0 Describe the function, services, and publications of major professional foreign language organizations (ACTFL, MLA, and MLTA), organizations of the specific language (AATF, AATSEEL, AATSP, or AATG) regional and national conferences, and state and local supervisors.

6.0 Discuss the values of foreign language learning.

7.0 Informally evaluate one's performance in a micro-teaching situation and provide suggestions for self-improvement.

8.0 Evaluate instructional materials and select those most appropriate to the instructional objectives and students' level and maturity.

9.0 Identify common supplemementary and resource materials and describe procedures for obtaining them.

LATIN

Introduction

Foreign language study is unique in that it provides the student the opportunity to develop a different frame of reference through which he may better understand himself and his relationship to other peoples and cultures. In the modern languages, French, German, Russian and Spanish, the student can experience the pleasure of communication with other peoples in their own language, an intensely human experience. In Latin, althgouh the communication is not personal, it is nonetheless real.

Program Objectives - Grades 7-9

1.0 Read at sight with comprehension and reasonable speed Latin of Level Three and Four secondary school material, reading it in the natural Latin order.

2.0 Manage the oral aspects of Latin well enough to communicate in simple Latin, accurately pronounced in the restored classical pronunciation, with students who are learning the elements of the language.

3.0 Write simple sentences from English into Latin, using correct grammatical forms.

4.0 Evaluate sound production phonemes in English and Latin.

    4.1 Distinguish between phonemes in English and Latin.

    4.2 Evaluate sound production of others in Latin.

    4.3 Prescribe remedial procedures for correction of sound difficulties.

5.0 Trace derivation of English words from Latin.

    5.1 Contrast word formation in English and Latin.

    5.2 Contrast sentence structure in English and Latin.

6.0 Identify outstanding figures and significant contributions of the Graeco-Roman culture to world civilization (sciences, arts, humanities, archaeology).

    6.1 Trace the basic historical development of the Graeco-Roman world from 3000 B.C. to 400 A.D.

    6.2 Locate and describe the basic geographic features of the Graeco-Roman world.

    6.3 Discuss the political and economic aspects of the Graeco-Roman world in relation to historical development and geographic features.

    6.4 Describe the major contributions of the Graeco-Roman culture to America.

    6.5 Compare basic cultural patterns of the Graeco-Roman culture with his own.

    6.6 Integrate the traditional material of Graeco-Roman culture, such as mythology, legends, and religious festivals, with learning activities.

Latin, Grades 7-9 Semester Hours 24[1]

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Latin, Grades 7-9	24
A Specialization for Grades K-12[2] or Grades 7-12[2]	
General Studies	40
Professional Education	20

Footnotes

[1] Minimum hours may be reduced if a student is given advanced placement for secondary work covering equivalent content.

[2] A student who selects Journalism, Grades 7-12, or Safety, Grades 7-12, or School Social Services, Grades K-12 must complete an additional specialization for Grades 7-12 or Grades K-12 if he wishes to complete the specialization for Latin, Grades 7-9.

Program Objectives - Grades 7-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Read at sight with comprehension and reasonable speed classical Latin of moderate difficulty, reading it in a natural Latin order.

2.0 Manage the oral aspects of Latin well enough to communicate in simple Latin, accurately pronounced in the restored classical pronunciation, with students who are learning the elements of the language.

3.0 Write with reasonable accuracy a connected passage of Latin prose of moderate difficulty.

4.0 Evaluate sound production phonemes in English and Latin.

  4.1 Distinguish between phonemes in English and Latin.

  4.2 Evaluate sound production of others in Latin.

  4.3 Prescribe remedial procedures for correction of sound difficulties.

5.0 Trace derivation of English words from Latin.

  5.1 Contrast word formation in English and Latin.

  5.2 Contrast sentence structure in English and Latin.

6.0 Identify outstanding figures and significant contributions of the Graeco-Roman culture to world civilization (sciences, arts, humanities, archaeology).

  6.1 Trace the basic historical development of the Graeco-Roman world from 3000 B.C. to 400 A.D.

6.2 Locate and describe the basic geographic features of the Graeco-Roman world.

6.3 Discuss the political and economic aspects of the Graeco-Roman world in relation to historical development and geographic features.

6.4 Trace the major literary developments of the Graeco-Roman world.

6.5 Describe the major contributions of the Graeco-Roman culture to America.

6.6 Compare basic cultural patterns of the Graeco-Roman culture with his own.

6.7 Integrate the traditional material of Graeco-Roman culture, such as mythology, legends, and religious festivals, with learning activities.

Latin, Grades 7-12 Semester Hours 30[1]

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Latin, Grades 7-12	30
A Specialization for Grades 7-12 or Grades K-12 or Grades 7-9	
General Studies	40
Professional Education	20

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[1] Minimum hours may be reduced if a student is given advanced placement for secondary work covering equivalent content. If a student elects two foreign languages as his specializations, the minimum requirement for the second language shall be 24 semester hours.

Professional Objectives

1.0 Demonstrate and describe alternative classroom techniques for teaching and evaluating skills in oral Latin.

2.0 Demonstrate and describe alternative classroom techniques for teaching and evaluating reading comprehension of Latin in natural Latin word order.

3.0 Demonstrate and describe alternative classroom techniques for teaching and evaluating writing proficiency.

4.0 Demonstrate and describe alternative classroom techniques for teaching a cultural concept.

5.0 Demonstrate and describe ways to adapt current trends in curriculum development (individualized instruction, multi-media, multiple sized groups, team teaching, flexible scheduling, learning centers, learning packets) to foreign language instruction.

5.1 Identify the administrative process for effecting curriculum changes.

6.0 Operate and care for audio-visual equipment appropriate for foreign language instruction, such as photographic copying machines, cassette and reel tape records, overhead projectors, slide projectors, film-strip projectors, movie projectors, opaque projectors, and record players.

6.1 Prepare instructional materials using above equipment; for example, duplicate tapes, prepare masters using photographic copying machine.

7.0 Write behavioral objectives for a lesson. These objectives will be accompanied by suggested activities and evaluative criteria.

8.0 Describe the functions, services and publications of major professional foreign language organizations (American Council on the Teaching of Foreign Languages), organizations of the specific language (Classical Association of the Middle West and South or American Classical League), regional and national conferences and state and local supervisors.

9.0 Discuss persuasively the values of foreign language learning.

10.0 Informally evaluate one's performance in a micro-teaching situation and provide suggestions for self-improvement.

11.0 Identify common supplementary and resource materials and describe procedures for obtaining them.

11.1 Evaluate instructional materials and select those most appropriate to the instructional objectives and students' level and maturity.

Health Education

Introduction

Although it is not a totally measurable condition, health may be conceived as a quality of life which is dependent upon the interaction and integration of an individual's physical, mental, and social potentials and the degree to which they enable him to function. Empirically, it is known that the absence or reduction of the quality of health interferes with the realization and utilization of an individual's potentials and capabilities. Thus, health is seen as not a goal or end in itself but, rather, as a means toward the achievement of life's goals.

The school health educator must be prepared to account for the establishment and conduct of a comprehensive school health program as a special component of the community health program. It should include emphasis on instruction, services and environment.

School health instruction encompasses insights into complexities and interrelationships involving human conditions, and emphasizes development of decision-making competencies related to self-elected health behavior. Since health education is not exclusively a consequence of a given course or prescribed experiences, it is enhanced by supplementation and reinforcement through integrated and correlated methods which require cooperation among teachers who are knowledgeable in at least some aspects of health education.

Program Objectives - K-12

The teacher education program shall provide training and experience which will enable the health educator to:

1.0 Possess a contemporary philosophy of health and school health programs.

  1.1 Utilize one philosophy in carrying out assignments dealing with health instruction and other aspects of school health programs.

  1.2 Describe and defend health as a quality of life as well as a sociocultural phenomenon.

  1.3 Demonstrate conviction that a positive self-image is conducive to improvement and maintenance of personal health status.

2.0 Understand historical developments of school health programs.

  2.1 Trace health problems of mankind which have influenced sociocultural conditions of the past and the present.

  2.2 Identify those factors which have resulted in formulation of contemporary school health programs.

  2.3 Explain the desirability of articulating school and community health programs.

3.0 Maintain interest in rapidly changing scientific knowledge which pertains to health and health problems.

  3.1 Explain dynamic nature of health as affected by hereditary, environmental, cultural, social, economic, and political variables.

  3.2 Exhibit willingness to share knowledge of progress in medical science, health care, environmental control, and safety.

  3.3 Participate actively as a member of professional organizations which promote health and healthful living.

4.0 Recognize current and emerging health related problems and issues in the school, community, and society.

  4.1 Describe those health problems rooted in natural phonomena which are largely beyond man's control.

  4.2 Analyze dynamics of those health problems which appear to result from inappropriate or inadequate group behavior.

  4.3 Identify symptomatic changes in student appearance and behavior that may indicate the presence of health problems.

5.0 Understand the health needs of individuals, families, and communities.

  5.1 Identify factors responsible for the emergence of health needs and interests, and comprehend the interrelationships of these factors.

  5.2 Identify the contributions which families can make to the health of individuals.

  5.3 Differentiate between the needs and interests which are universal and those which are specific to communities and their components.

6.0 Comprehend content and relevant human needs which pertain to health education curricula.

6.1 Construct lists of health education topics that are relevant to health problems.

6.2 Explain hierarchy in conceptual design for health education.

6.3 Show relationships among concepts in terms of long range goals and specific objectives.

7.0 Understand science-based information which is foundational to health instruction.

7.1 Identify up-to-date and reliable science-based information applicable for health instruction uses.

7.2 Incorporate science-based information in the formulation of health related learning experiences.

7.3 Apply relevant subject matter from health allied sciences to causes, prevention, and solution of health problems.

8.0 Understand the role of personnel associated with school and community agencies which deal with health services and a healthful environment.

8.1 Define the functions of school and community personnel who usually provide school health services and aid in accounting for a school environment that is conducive to health.

8.2 Explain the relationships and responsibilities of school personnel in school health services and a healthful school environment.

8.3 Indicate how the health education teacher assists school and community personnel in fulfilling roles in school health services and healthful school living.

Health Education Semester Hours 24

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Health Education, Grades K-12	24
A Specialization for Grades K-12 or Grades 7-12 or Grades 7-9	
General Studies	40
Professional Education	20

Professional Objectives

The teacher education program shall provide training and experiences which will enable the health educator to:

1.0 Possess communication skills which enhance opportunities for individuals and groups to make effective health related decisions.

 1.1 Structure and utilize learning experiences intended to favorably influence health related behaviors.

 1.2 Demonstrate ability to implement health curricula utilizing a variety of media and methods.

 1.3 Reflect the belief that example contributes to health teaching-learning processes.

2.0 Comprehend scope and sequence of health instruction applicable to developmental levels of learners.

 2.1 Formulate sequential designs for health instruction suitable for special developmental levels and learning experiences.

 2.2 Utilize learning opportunities in school health services and a healthful school environment.

 2.3 Explain how school health services and a healthful school environment can promote educational processes.

3.0 Possess a knowledge of the principal components of a healthful school environment.

 3.1 Identify the components of a school environment which contribute to healthful living.

 3.2 List practices which assist in maintenance of a healthful school environment.

 3.3 Detect aspects of the school environment in apparent needs of improvement.

4.0 Comprehend the purposes of school health services.

 4.1 Display the ability to assist with those related activities which benefit students, their families, and school personnel.

 4.2 Demonstrate ability to provide emergency care and assistance needed by persons sustaining injury or illness.

 4.3 Exhibit counseling proficiency which may be beneficial to students, parents, and teachers concerning health problems.

5.0 Possess a knowledge of valid and reliable screening devices and procedures useful in appraising health status of students.

5.1 Demonstrate ability to administer screening tests which do not require medical practitioner skills.

5.2 Exhibit skills necessary for collecting, analyzing, and interpreting personal and community health data.

5.3 Demonstrate ability to assist with maintenance and use of health records as one aspect of problem identification and amelioration.

6.0 Comprehend the need for periodic assessment of school health program components.

6.1 Select and design valid and reliable instruments for assessing school health programs.

6.2 Apply instruments to measure successes in health instruction, health services, and a healthful school environment.

6.3 Evaluate school health program assessment data as basis for determining effectiveness.

7.0 Understand the importance of determining the extent and protective, preventive, investigative and surveillance measures are utilized to minimize and control both human and property losses.

7.1 Conduct pertinent inspections regarding health and safety features of the school environment.

7.2 Survey availability and use of personal protective equipment used by individuals in activities under school jurisdiction.

7.3 Suggest corrective measures which help assure that the school environment enhance opportunities for healthful and safe living.

8.0 Comprehend administrative policies and procedures which assure perpetuation of school health program activities.

8.1 Describe nature and function of school health councils and communities.

8.2 Formulate plans for cooperative efforts by both school and community agencies in combating local health problems.

8.3 Develop model policies and procedures intended to deal with controversial health issues in school and community.

9.0 Understand usual sources and avilability of personnel who can contribute to the school health program.

9.1 Devise plans to coordinate roles and functions of health team members serving the schools.

9.2 Describe relationships between school health program activities and those of health agencies in the community.

9.3 Identify career opportunities for health professionals who serve schools and nature of recruitment, training, and effective utilization.

10.0 Familiarize self with legislation that concerns health programs and the health of individuals.

10.1 Interpret laws and regulations as they relate to health issues and problems.

10.2 Recommend school health program revisions based upon legislative enactments.

10.3 Analyze problems in American democracy which contribute to health program inequalities among and between schools.

Home Economics

General and Vocational

Introduction

The focus of Home Economics is the family in its various forms. Home Economics views the family as a major source of nurturance, protection, and renewal for the individual. As an educational force, the family significantly contributes to the qualitative development of its individual members and has the potential to prepare them for effective productivity for self and society. Home Economics works through families to affect their environments and accepts the challenge of helping people to adjust to change and to shape the future.[1]

General Home Economics programs in elementary and middle schools are often integrated with other content areas. Skill development is de-emphasized at this level and teacher competencies focus on subject matter that can be taught in a regular classroom. Junior high school programs focus on concerns of that age group. These programs should be broad in scope and exploratory in nature. General Home Economics at the high school level seeks to improve the quality of life of individuals and families for both the present and future.

Vocational Home Economics at the senior high school level, identified as Consumer and Homemaking Education, prepares individuals to live and work in the home and to perform tasks in the home to insure quality living. Consumer and Homemaking Education helps youths and adults learn to manage their resources, gain knowledge and skills that enhance individual self-concept as a productive citizen and employee, and develop judgmental behavior.

The Division of Professional Development Systems and the State Supervisor of Home Economics shall jointly review programs, examine facilities, and make recommendations regarding vocational program approval.

Program Objectives - General Home Economics - Grades 4-8

The teacher education program shall provide training and experience which will enable the teacher to:

Child Development - Family Relations

1.0 Interpret interrelationships among environmental and hereditary factors, behavior, and development of children and young adolescents.

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[1] Home Economics--New Directions II, American Home Economics Association, 1975, Washington, D. C.

1.1 Demonstrate comprehension of types and sequence of development of children and choose materials and equipment to facilitate development.

1.2 Apply positive guidance principles with children.

1.3 Analyze environmental and hereditary factors that influence growth and development.

1.4 Interpret behavior of transescents and young adolescents in terms of needs theories, personal and societal values, body changes, and mental and physical health.

1.5 Describe human anatomy in relation to sexual functions and development and expression of human sexuality.

2.0 Identify factors which influence self-concept and relationships with others.

2.1 Analyze attitudes and practices that enhance self-understanding, self-concept, and relationships.

2.2 Compare and contrast life styles and mores of different age groups in various socio-economic levels and cultural contexts.

2.3 Recognize variations in sexual standards held by individuals and groups.

Family Economics - Home Management

3.0 Relate values, goals, and standards to types of decisions and development of resources.

3.1 Analyze factors influencing the development and ordering of personal and social values.

3.2 Determine cause and effect relationships between long and short range goals, values, and resources.

3.3 Examine ways of developing human and material resources.

3.4 Identify cosmopolitan, conventional, scientific, and personal standards and formulate a set of standards personally acceptable at a given time.

3.5 Relate types of decisions to degree of certainty.

4.0 Indicate the relationship of money management to consumer choices, rights, and responsibilities.

4.1 Identify factors which influcence choices among goods and services.

4.2 Identify sources of income of young people and analyze principles of money management.

4.3 Identify consumer rights and responsibilities.

Housing, Home Furnishings, and Equipment

5.0 Indicate factors which affect housing choices and the influence of housing on the well being of individuals and families.

- 5.1 Indicate historical, social, cultural, and technical influences on community trends and planning for housing.
- 5.2 Differentiate between public and private ownership of facilities in relation to functions, cost, maintenance, and safety.
- 5.3 Describe the interrelationship between housing and the total environment.
- 5.4 Relate life style, needs, values, and resources to housing choices and plan ways housing can be adapted to mediate these factors.
- 5.5 Appraise health, safety, and care practices in relation to the use of space, equipment, and furnishings in the home.
- 5.6 Exhibit ability to provide creative activities which can enhance the near environment.

Foods and Nutrition

6.0 Relate food selection and preparation to the natural and social sciences.

- 6.1 Associate cultural, geographic, psychological, and social factors with food consumption by individuals and families.
- 6.2 Indicate role of food as a motivating force in history.
- 6.3 Demonstrate knowledge of food sources, functions, and requirements of nutrients and recognize valid sources of information concerning nutrition.
- 6.4 Recognize and interpret information provided by food labels.
- 6.5 Relate scientific principles to food preparation procedures.
- 6.6 Demonstrate ability to develop menus, plan meals, and prepare selected food products.
- 6.7 Demonstrate ability to use conventional standards in table setting and service.
- 6.8 Describe food production, processing, marketing, and distribution procedures.

Clothing and Textiles

7.0 Relate clothing and textiles to social and natural sciences and aesthetics.

   7.1 Indicate the role of textiles and clothing as a motivating force in history.

   7.2 Relate cultural, geographic, and social factors to clothing selection.

   7.3 Identify types and functions of dress for various activities and occasions.

   7.4 Describe clothing and textile production, processing, marketing, and distribution procedures.

   7.5 Identify fabrics according to name, fiber, source, use, advantages, and disadvantages.

   7.6 Analyze clothing as a means of communicating personality, status, role, sex, age, values, and attitudes.

   7.7 Apply art principles to the selection of apparel for the individual.

   7.8 Operate and care for sewing and pressing equipment.

   7.9 Care for and repair clothing.

General Home Economics - Grades 4-8 Semester Hours 24

PROFESSIONAL TEACHING CERTIFICATE ISSUES PROVISIONALLY

General Home Economics, Grades 4-8	24
Elementary	53
General Studies	40
Professional Education	20

Professional Objectives for General Home Economics - Grades 4-8

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Plan Home Economics programs which integrate philosophic beliefs with psychological and societal factors.

   1.1 Integrate the philosophies of home economics and education with knowledge of contemporary society.

   1.2 Organize Home Economics offerings into sequential and integrated patterns to meet needs of learners, incorporating information about learners, environment, and educational trends.

- 1.3 Develop plans for teaching Home Economics concepts which show a logical relationship among component parts and communicate clearly what is to be taught.

- 1.4 Plan cooperatively in a team situation in developing programs and curricula which will contribute to educational goals.

- 1.5 Identify basic components, concepts, and objectives of career education and implement in Home Economics.

- 1.6 Select a variety of resources and methods which achieve specified behavioral objectives in the cognitive, affective, and psychomotor domains and the development of generalizations in Home Economics.

- 1.7 Exhibit awareness of the effect of the physical setting on learning and assess managerial responsibilities involved in maintaining Home Economics materials and equipment.

- 1.8 Indicate the potential influence of cultural and personal biases and contemporary societal values on the selection and evaluation of classroom experiences.

Program Objectives - General Home Economics - Grades 7-9

The teacher education program shall provide training and experience which will enable the teacher to:

Child Development - Family Relations

1.0 Relate factors of care and nurture to development of children and adolescents.

- 1.1 Demonstrate comprehension of types and sequences of development of children and choose equipment and materials to facilitate development.

- 1.2 Apply positive guidance principles with children.

- 1.3 Describe human anatomy in relation to sexual functions and development and expression of human sexuality.

- 1.4 Cite research concerning effect of pregnancy on teenage parents and offspring.

2.0 Identify factors which influence quality of personal and family relationships.

- 2.1 Analyze effect of communication patterns on relationships.

- 2.2 Analyze relationships among role interpretation, personality, and self-concept.

- 2.3 Interpret changes in roles and relationships as society changes.

2.4 Compare and contrast life styles and mores of individuals of different age groups in various socio-economic levels and cultural contexts.

2.5 Recognize variations in sexual standards held by individuals and groups.

2.6 Identify the responsibilities and alternatives of preparing for and accepting parenthood.

2.7 Cite appropriate agencies which provide assistance to families and individuals.

Family Economics - Home Management

3.0 Relate values, goals, and standards to decision making.

3.1 Analyze factors influencing the development and ordering of personal and social values.

3.2 Determine cause and effect relationships between long and short range goals, values, and resources.

3.3 Identify cosmopolitan, conventional, scientific, and personal standards and formulate a set of standards personally acceptable at a given time.

3.4 Describe types of decisions and decision situations; demonstrate ability to use logic and/or creativity in planning.

4.0 Identify relationships between the consumer and the market place.

4.1 Indicate factors which influence choices among goods and services.

4.2 Relate savings, credit, and banking practices to money management principals and income.

Housing, Home Furnishing, and Equipment

5.0 Utilize and adapt housing, home furnishings, and equipment to obtain optimum levels of satisfaction for individuals and families.

5.1 Relate life style, needs, values, and resources to housing choices and plan ways housing can be adapted to mediate these factors.

5.2 Use and care for housing, equipment, and furnishings.

5.3 Apply art principles to selection and utilization of housing and home furnishings.

5.4 Exhibit awareness of creative solutions in achieving aesthetic satisfaction in the near environment.

5.5 Analyze the arrangement of furnishings, equipment, and storage facilities as a means of achieving optimum comfort, convenience, and safety.

Foods and Nutrition

6.0 Identify nutritional, psychological, sociological, and economic factors which influence selection, preparation, and service of food.

6.1 Identify social and psychological aspects of food choices.

6.2 Demonstrate knowledge of food sources, functions, and requirements of nutrients and recognize valid sources of information concerning nutrition.

6.3 Integrate factors of time, money, skills, and energy available in planning, preparing, and serving nutritious and attractive meals.

6.4 Exhibit understanding of the effect of food consumption patterns, forms of food purchased, and marketing practices on expenditures for food.

7.0 Relate effects of food selection and preparation to quality of food.

7.1 Recognize and interpret information provided by food labels.

7.2 Exhibit ability to prepare selected food products indicating causes of variation in quality.

7.3 Demonstrate ability to use conventional standards in table setting and service.

Clothing and Textiles

8.0 Identify ways of using resources to satisfy clothing wants and needs.

8.1 Analyze clothing as a means of communicating personality, status, role, sex, age, values, and attitude.

8.2 Determine end-use suitability of fabrics using visual and tactile inspection and label information.

8.3 Apply art principles to the selection of apparel for the individual.

8.4 Care for and repair clothing.

8.5 Operate and maintain sewing and pressing equipment.

8.6 Choose techniques and sequences of fabric preparation, construction, and pressing that are compatible with fabric and garment design.

8.7 Make pattern alterations; fit and construct simple garments.

General Home Economics, Grades 7-9 Semester Hours 24

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

General Home Economics, Grades 7-9	24
A Specialization for Grades 7-12[1] or Grades K-12[1]	
General Studies	40
Professional Education	20

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[1] A student who elects Journalism, Grades 7-12 or Safety, Grades 7-12, or School Social Services and Attendance, Grades K-12, must complete an additional specialization for Grades 7-12 or Grades K-12 if he also wishes to complete the specialization for General Home Economics, Grades 7-9.

Program Objectives - General Home Economics - Grades 7-12

The teacher education program shall provide training and experience which will enable the teacher to:

Child Development - Family Relations

1.0 Analyze factors which influence development of individual family members at different stages.

1.1 Analyze factors involved in adequate prenatal, postnatal, and infant care.

1.2 Compare the manner in which child bearing, child care, regulation of behavior, and economic support are performed within various societies.

1.3 Analyze the influences of heredity and environment on the development of individuals indicating periods of acceleration and deceleration within an orderly sequence of development.

1.4 Analyze theories, norms, and problems of emotional-social, mental and physical-motor development of individuals in different age groups.

1.5 Apply positive guidance principles with children.

1.6 Establish criteria for the selection and use of materials for children to facilitate development.

1.7 Establish criteria for the development of a positive self-concept and identify influences of self-concept on relationships.

2.0 Identify factors which influence quality of personal and family relationships under varying conditions.

2.1 Describe trends and implications of role changes; interpret changes that affect attitudes, values, and conflicts.

2.2 Compare and contrast life styles and mores of individuals and families in different socio-economic levels and cultural context.

2.3 Cite factors which contribute to lasting relationships.

2.4 Develop guidelines for personal ethics involved in human relationships.

2.5 Identify differences and similarities in male and female sexuality in relation to psychological, sociological, and biological aspects of reproduction.

2.6 Recognize variations in sexual standards held by individuals and groups.

2.7 Identify the responsibilities and alternatives of preparing for and accepting parenthood.

2.8 Cite appropriate social agencies which provide assistance to families and individuals of all ages.

2.9 Examine institutions of marriage and family as subjected to strong change-producing forces within contemporary society.

2.10 Indicate effects of reaction to stress on family functioning.

Family Economics - Home Management

3.0 Analyze managerial practices in relation to values, goals, and resources.

3.1 Identify interrelationships among economic, social, and managerial systems of individuals and/or families.

3.2 Analyze factors influencing the development and ordering of personal and societal values.

3.3 Determine cause and effect relationships between long and short range goals, values, and resources.

3.4 Identify cosmopolitan, conventional, scientific, and personal standards and formulate a set of standards personally acceptable at a given time.

3.5 Describe types of decisions and decision situations; demonstrate ability to use logic and/or creativity in planning.

3.6 Compare types of organizational patterns and styles in various managerial situations.

3.7 Identify means of control which maximize the use of resources to achieve goals.

3.8 Examine the role of motivation and communication in achieving managerial competency.

3.9 Identify managerial differences among persons with various life styles in different stages of family life cycles.

4.0 Indicate influence of the economy and government on consumer choices to satisfy wants and needs with available resources.

4.1 Appraise economic, governmental, and consumer influences on choices in the market place.

4.2 Identify variations in consumption patterns and explain the function of free enterprise economy as it influences and is influenced by the consumer.

4.3 Analyze principles of money management and various economic means available for achieving financial security at different stages of the life cycle.

4.4 Evaluate choices of goods and services with reference to quality, intended use and care, cost, and relative importance in meeting wants and needs of individuals and/or families.

4.5 Identify consumer rights and responsibilities and demonstrate ability to use various avenues for asserting consumer rights.

4.6 Demonstrate knowledge of federal, state, and local laws and regulatory agencies which offer protection to consumers.

4.7 Locate and use reliable sources of current information about consumer goods and services.

Housing, Home Furnishing, and Equipment

5.0 Select and utilize housing, furnishings, and equipment to obtain optimum levels of satisfaction for individuals and families.

5.1 Indicate the physiological, sociological, psychological, and economic factors influencing selection of housing and home furnishings.

5.2 Examine the influence of life style, family size, and stage in the family life cycle on selection of types of housing, furnishings, and equipment.

5.3 Analyze the arrangement of furnishings, equipment, and storage facilities as a means of adapting available space for optimum comfort, convenience, and safety for individual and family activities.

5.4 Apply art principles to selection and utilization of housing and home furnishings.

5.5 Exhibit awareness of creative solutions in achieving aesthetic satisfaction in the home environment.

5.6 Evaluate the effect of technological developments, availability of materials, and changes in design emphasis on the aesthetics, construction, and function of housing and home furnishings.

5.7 Indicate historical, social, and cultural influences on community trends and planning for housing.

5.8 Evaluate the selection, use, and care of appliances, utensils, and tools for safety, economy, quality, and task accomplishment in relation to individual or family circumstances.

5.9 Analyze home equipment in relation to environmental quality.

Foods and Nutrition

6.0 Relate knowledge of nutritional, psychological, sociological, cultural, and economic factors to meal planning, preparation, and service.

6.1 Demonstrate knowledge of food sources, functions, and requirements of nutrients as affected by age, sex, and condition of stress.

6.2 Analyze psychological, sociological, and cultural factors affecting food consumption by individuals and societies.

6.3 Exhibit understanding of the effect of food consumption patterns, forms of food purchased, and marketing practices on expenditures for food.

6.4 Integrate factors of time, money, skill, and energy available in planning nutritious and attractive meals for a wide variety of situations.

6.5 Demonstrate ability to use conventional standards in table setting and service.

6.6 Analyze causes of variation in quality of food products due to preparation, storage, and preservation methods.

6.7 Exhibit skill in the preparation of quality food products.

6.8 Evaluate sources of information concerning nutrition.

Clothing and Textiles

7.0 Make valid judgments in the use of resources available to individuals and families in satisfying clothing needs and wants.

7.1 Illustrate ways clothing reflects values and social attitudes and is related to social change in any era.

7.2 Demonstrate knowledge of the fashion world structure in both the United States and Europe.

7.3 Analyze clothing as a means of communicating personality, status, role, sex, age, values, and attitude.

7.4 Trace production, distribution, and consumption patterns which influence quality, cost, and availability of textiles and clothing to individuals and families.

7.5 Apply art principles to the selection of apparel for the individual.

7.6 Classify fabrics by name, fiber, finish, color application, and method of fabrication through visual and tactile inspection and nontechnical tests.

7.7 Determine maintenance and care needed for textile products and predict end-use performance based on knowledge of fibers, dye, finishes, methods of fabric and product construction, and the relationships among these components.

7.8 Choose techniques of fabric preparation, construction, and pressing that are compatible with fabric and garment design which will maintain a grain perfect structure and insure accuracy.

7.9 Make discriminating clothing construction choices related to compatibility of component parts, construction sequence, fabric stability, and shaping in order to produce quality garments.

7.10 Exhibit skills and knowledge necessary to alter patterns and to fit and construct garments.

7.11 Operate and maintain sewing and pressing equipment.

General Home Economics - Grades 7-12 Semester Hours 36

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

General Home Economics, Grades 7-12	36
General Studies	40
Professional Education	20

Professional Objectives for General Home Economics - Grades 7-12

The teacher education program shall provide such training and experience which will enable the teacher to:

1.0 Relate a philosophy of Home Economics to various aspects of professionalism.

1.1 Integrate the philosophies of Home Economics and education with knowledge of contemporary society to formulate professional beliefs.

1.2 Identify and apply an educational philosophy in making decisions as a Home Economics teacher.

1.3 Indicate the potential influence of cultural and personal biases and contemporary societal values on the selection and evaluation of classroom experiences.

1.4 Identify various aspects of professionalism and indicate alternatives for professional development.

2.0 Identify strategies for working effectively with individuals and groups in a professional capacity.

2.1 Demonstrate ethical behavior in professional relationships and maintain interpersonal relationships which contribute to the teaching-learning process and a working relationship with other school personnel.

2.2 Identify means of initiating and maintaining effective public relations.

2.3 Work cooperatively in a team situation in planning programs and curricula which will contribute to educational goals.

2.4 Show flexibility in working with a variety of types of learners in different settings or groupings; assume and compare different roles involved in teaching in relation to both pupils and co-workers.

3.0 Use evaluation and research to plan and implement programs in Home Economics.

3.1 Organize Home Economics offerings into a sequential and integrated pattern to meet needs of learners, incorporating information about learners, environment, and educational trends.

3.2 Utilize a variety of curriculum materials and adapt or supplement as needed to develop plans which show a logical relationship among component parts and communicate clearly what is to be taught.

3.3 Demonstrate skill in use of verbal and nonverbal communication, technical skills of teaching, and instructional strategies; establish amd maintain a classroom climate and utilize strategies which facilitate learning in Home Economics.

3.4 Select and utilize a variety of resources and methods, including creative and experimental approaches, which achieve specified behavioral objectives in the cognitive, affective, and psychomotor domains and the development of generalizations in Home Economics.

3.5 Incorporate basic components, concepts, and objectives of career education into Home Economics curriculum.

3.6 Identify organizational procedures and role of FHA within Home Economics programs.

3.7 Exhibit awareness of the effect of the physical setting on learning and make adjustments accordingly; assume managerial responsibilities involved in maintaining the Home Economics classroom(s), materials, equipment, and records.

3.8 Develop valid evaluation devices to measure achievement of behavioral objectives and use evaluation as an integral part of the teaching-learning process in Home Economics.

3.9 Use research findings to improve the teaching-learning process and engage in practical classroom experimentation.

Program Objectives - Vocational Home Economics - Grades 7-12

The teacher education program in Vocational Home Economics shall be based on both the academic and professional program objectives for General Home Economics, Grades 7-12, with additional program objectives required in: Child Development - Family Relations and Professional Objectives for Vocational Home Economics. The teacher education program shall provide educational experiences which will enable the teacher to:

Program Objectives - Child Development - Family Relations

1.0 Describe and identify individual child development and behavior patterns through observation in a professionally supervised group situation over a given period of time.

2.0 Apply positive guidance principles with children through participation in a professionally supervised group situation.

Professional Objectives for Vocational Home Economics, Grades 7-12

1.0 Plan and operate Vocational Home Economics programs within legislative authority and administrative structures.

1.1 Summarize the influence of legislation and other societal factors on the development of vocational education and cite implications for Home Economics.

1.2 Contrast Home Economics programs and purposes in relation to gainful and useful employment and identify ways Home Economics equips students to assume dual or multiple roles.

1.3 Explain the teacher's role concerning administrative procedure and lines of authority in initiating and implementing proposals and programs.

1.4 Identify function, objectives, and composition of advisory councils.

2.0 Describe problems and needs of disadvantaged and handicapped persons and indicate their influence on special Vocational Home Economics programs and teaching strategies.

3.0 Apply the psychology of adult learning to the teaching of adults.

4.0 Maintain personal contacts with homes and community; supervise planned experiences which extend learnings beyond the classroom.

5.0 Identify organizational procedures and role of FHA-HERO through observation and participation in affiliated chapter activities.

6.0 Plan and teach a broad-based consumer-homemaking education program.

Vocational Home Economics - Grades 7-12 Semester Hours 36

THE PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Vocational Home Economics	36
General Studies	40
Professional Education	20

Occupational Home Economics

Introduction

Occupational Home Economics programs are designed to prepare secondary, post secondary, and adult students for employment in home economics related occupations. Teachers in this program prepare students for employment in occupations such as child care; food service; clothing, drapery and slipcover production; and institutional and home housekeeping services.

The occupational home economics program offers specializations in four areas: (1) Fabric Services, (2) Food Services, (3) Child Care Services, or (4) Home and Community Service. Work experience is viewed as an integral part of the preparation, therefore, it must relate to specialization sought. The professional objectives and the guidelines for work experiences are identical for each of the specializations. Program objectives are listed for each of the specializations.

The Division of Professional Development Systems and the State Supervisor of Home Economics shall jointly review programs, examine facilities, and make recommendations regarding occupational home economics approval.

Program Objectives - Child Care Services

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Analyze factors which influence growth and development of children at different stages.

- 1.1 Analyze factors involved in adequate prenatal, postnatal and infant care.
- 1.2 Compare the manner in which child bearing, child care, and behavior modification are performed within various societies. Identify the economic support systems available to children within various societies.
- 1.3 Analyze the influences of heredity and environment on the development of individuals indicating periods of acceleration and deceleration within an orderly sequence of development.
- 1.4 Analyze theories, norms, and problems of emotional, social, mental, and physical-motor development of children.
- 1.5 Apply positive guidance principles with children.
- 1.6 Apply established criteria for helping children develop a positive self-concept.

2.0 Establish criteria for the physical facilities of a child care center.

   2.1 Evaluate indoor and outdoor equipment to facilitate growth and development of young children.

   2.2 Establish a stimulating environment both indoors and outdoors.

   2.3 Establish criteria for providing a safe environment.

   2.4 Interpret federal and state laws governing the establishment of a child care center.

3.0 Plan programs for day care centers, nursery schools and playschools.

   3.1 Relate purposes to types of programs found in child care centers.

   3.2 Plan a variety of daily schedules for child care centers.

   3.3 Evaluate various types of food service used in child care centers.

   3.4 Select activities and materials which stimulate social, intellectual, physical and creative development at different age levels.

4.0 Establish and operate a child care center.

   4.1 Identify the structure of responsibilities within the child center.

   4.2 Analyze various economic means available for developing and maintaining a financially sound center.

   4.3 Analyze the principles of time and energy management essential to the effective management of a child care center.

   4.4 Demonstrate flexibility and sensitivity in operating a child care center.

   4.5 Provide for the safety of individuals using the facility.

5.0 Relate the child's participation in the child care center to his home life.

   5.1 Interpret a child care program to parents.

   5.2 Involve parents in a child care program.

   5.3 Identify family influences on children's activities, attitudes and behavior in a child care center.

Child Care Services Semester Hours 24

Program Objectives - Fabric Services

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Select textile products for use in clothing and home furnishing products.

- 1.1 Demonstrate skill in selecting fabrics for home furnishings in relation to art principles, furniture styles, intended use and care requirements.
- 1.2 Select textile products for apparel based on art principles, figure types, pattern design and intended use.
- 1.3 Exhibit awareness of creative solutions in achieving aesthetic satisfaction through the use of textile products.
- 1.4 Explain the effect of technological developments, availability of materials and changes in design emphasis on the aesthetics, construction and function of housing and home furnishings.
- 1.5 Classify fabrics by name, fiber, finish, color application, and method of fabrication through visual and tactile inspection and nontechnical tests.
- 1.6 Demonstrate an awareness of current fashion trends in clothing and home furnishings in recommending merchandise to customers.

2.0 Construct, alter, and repair clothing and/or home furnishing items involving the use of fabrics.

- 2.1 Use techniques of fabric preparation, construction, and pressing that are compatible with fabric and garment design which will maintain a grain perfect structure and insure accuracy.
- 2.2 Make discriminating clothing construction choices related to compatibility of component parts, construction sequences, fabric stability and shaping in order to produce quality garments.
- 2.3 Interpret commercial patterns and construct clothing using a variety of fabrics and designs.
- 2.4 Analyze fit of pattern or garment, prescribe and perform appropriate alterations based on key grain lines in relation to body contours.
- 2.5 Prescribe and make the appropriate repairs on clothing for men, women and children.
- 2.6 Produce home furnishing items which incorporate design principles, fabric characteristics and construction techniques appropriate for the item and its surroundings.
- 2.7 Determine applicability of various construction details and techniques used for home furnishing items involving fabrics.

3.0 Utilize business management principles in fabric service occupations.

  3.1 Determine monetary compensation for the product based on time, energy and skill involved.

  3.2 Determine cost of materials needed for different home furnishing items.

  3.3 Determine the advisability of repairing or altering garments based on a knowledge of fabrics, design, time and expense involved.

  3.4 Determine feasibility of reupholstering or slip covering based on quality and design of the furniture item and cost in terms of money, time and energy.

  3.5 Use appropriate accounting methods and other procedures and equipment related to retail sales.

4.0 Operate and maintain equipment used in fabric service occupations.

  4.1 Operate and maintain specialized sewing and pressing equipment needed for alteration and construction of ready-to-wear and home sewn garments.

  4.2 Exercise safety procedures in the operation and maintenance of various pieces of equipment used in fabric service occupations.

  4.3 Use specialized equipment pertinent to the construction of home furnishing fabric items.

Fabric Services — Semester Hours 24

Program Objectives - Food Services

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Relate knowledge of safety and sanitation to procedures for preparing, holding and serving food.

  1.1 Follow safe and sanitary procedures in food preparation and service.

  1.2 Select and maintain institution equipment and facilities for safety and sanitation.

2.0 Utilize efficient methods of food production and service.

  2.1 Select equipment for optimal use.

  2.2 Utilize motion and time studies to determine efficient work methods.

  2.3 Arrange work areas and equipment for optimal use.

  2.4 Employ a variety of styles of portioning and meal service with efficiency.

3.0 Maintain control of costs in all phases of food service operation.

  3.1 Develop specifications and determine amounts of food and nonfood item to be purchased.

  3.2 Determine cost of menu items and utilize techniques of recipe and portion control to maintain a given cost level.

  3.3 Utilize accounting and record keeping procedures in maintaining control of costs.

4.0 Relate nutritional, psychological, sociological, and cultural factors to meal planning, preparation and service.

  4.1 Describe food sources, functions, and requirements of nutrients as affected by age, sex, and condition of stress.

  4.2 Prepare menus for groups with special needs, i.e., the aged, school aged children.

  4.3 Relate social psychological factors to food choices.

5.0 Plan menus which are interesting and palatable and fit within budgetary limitations.

  5.1 Plan menus which effectively utilize equipment available.

  5.2 Determine food preferences of clientele.

  5.3 Plan menus using attractive and interesting food combinations.

  5.4 Plan menus at given costs levels.

6.0 Produce high quality food using quantity food production methods.

  6.1 Evaluate food quality and analyze recipe formulas and procedures to improve food production.

  6.2 Exhibit skill in the preparation of quality food products.

  6.3 Analyze causes of variation in quality of food products due to preparation, storage and preservation methods.

Food Services Semester Hours 24

Program Objectives - Home and Community Services

The teacher education program shall provide training and experiences which will enable the teacher to:

1.0 Relate work to individuals and families with varying life styles.

1.1 Compare and contrast life styles and mores of individuals and families in different socio-economic levels and cultural contexts.

1.2 Identify variations in standards and perform work within the range of standards acceptable to employers.

1.3 Relate social, emotional, and physical needs of specific groups to their care.

1.4 Apply positive guidance principles with children.

1.5 Indicate effects of reaction to stress on family functioning.

2.0 Exhibit managerial and performance skills necessary for home and community service work.

2.1 Exhibit decision making skills which facilitate task performance within the framework of employer goals.

2.2 Sequence tasks to provide efficient use of time, energy and equipment.

2.3 Evaluate choices of goods and services with reference to quality, intended use and care, cost, and relative importance in meeting wants and needs of individuals and families.

2.4 Use and care for appliances, utensils, and tools to promote safety, economy, and task accomplishment in relation to individual or family circumstances.

2.5 Analyze arrangement of furnishings, equipment, and storage facilities as a means of adapting available space for optimum comfort, convenience, and safety to meet needs of specific groups.

2.6 Integrate factors of time, money, skill, and energy available in planning nutritious and attractive meals to meet needs of employers.

2.7 Exhibit skill in the preparation of quality food products.

2.8 Determine maintenance and care needed for textile products and predict end-use performance based on knowledge of fibers, dye, finishes, methods of fabric and product construction and the relationships among these components.

2.9 Integrate factors of time, money, skill and energy available in the performance of cleaning tasks.

3.0 Use principles of safety and sanitation for self and clients.

3.1 Utilize the principles of safety which relate to the handling and storing of merchandise used in the home and institutions.

    3.2 Practice accident prevention techniques.

    3.3 Apply skills in basic first aid and home nursing.

    3.4 Employ procedures to attain sanitary conditions for self and clientele.

    3.5 Relate social, emotional, and physical needs to the safety of clientele.

4.0 Incorporate a code of ethics, a sense of responsibility, and a positive attitude into home and community service occupations.

    4.1 Develop guidelines for ethical behavior in working with the public.

    4.2 Cite social agencies which provide assistance to individuals and families.

    4.3 Relate the importance of hospitality facilities to the needs of people and the economy of the area.

    4.4 Cite contributions of home and community services to the well being of individuals and families.

Home and Community Services — Semester Hours 24

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Child Care Service[1] or Fabric Services[1] or Food Services[1] or Home and Community Services[1]	24
A Specialization for Grades 7-12 or Grades K-12 or Grades 7-9	
General Studies	40
Professional Education[2]	20

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[1] Work experience.

Without College Supervision - Two thousand (2,000) clock hours of satisfactory, and reasonably continuous work experience in at least three occupations within the cluster are required. The college or university staff will determine the appropriateness of the experience as related to the certification specialization.
With College Supervision - Fifteen hundred (1,500) clock hours of satisfactory, and reasonably continuous work experience in at least three occupations within the cluster are required, 500 of which must be earned under the supervision of college and university personnel associated with this program. The remaining 1,000 hours must be completed in clusters and placements approved by the college and university personnel.

The applicant for certification may be required to take a practical examination and/or an oral or written examination in the related subject as proof of his proficiency. Verification of work experience must be submitted on forms provided by the West Virginia Department of Education at the time certification is requested.

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[2] A student desiring to complete the Vocational and Occupational Home Economics programs at the same time should complete at least half of the culminating clinical experience in each specialization.

Professional Objectives

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Communicate effectively with relevant publics.

1.1 Practice effective public relations with professional and business groups, labor unions, and employment services within the community.

1.2 Interpret programs to parents, pupils, guidance counselors, and administrators.

2.0 Plan home economics related occupational programs to meet needs of students and community.

2.1 Document need for occupational programs.

2.2 Organize and utilize advisory councils.

2.3 Initiate proposals and programs to meet specific student needs within the framework of vocational legislation.

2.4 Identify administrative channels through which a program is initiated.

2.5 Determine qualifications needed for specified jobs based on analysis of business, labor, and governmental practices and regulations.

3.0 Develop curriculum for home economics related occupations.

3.1 Integrate the career ladder and lattices concept with the development of curriculum for occupational clusters.

3.2 Use job analyses as a base for determining student competencies.

3.3 Plan ways to incorporate work-of-work concepts into curriculum.

3.4 Select instructional content for teaching specific occupations.

3.5 Select and/or design instructional materials and procedures for competency based education.

4.0 Implement occupational home economics programs.

4.1 Provide opportunities for real and/or simulated occupational experiences using school based or cooperative education experiences.

4.2 Identify attitudes necessary for working effectively in specific job clusters.

4.3 Select teaching strategies and methods conducive to learning in a variety of groupings and settings.

4.4 Use verbal and nonverbal communication to establish a classroom climate which facilitates learning.

4.5 Evaluate student progress utilizing constructive feedback.

4.6 Facilitate student development of speed, efficiency, and accuracy in occupational skills.

4.7 Organize and supervise an FHA-HERO chapter.

5.0 Use appropriate management and supervisory procedures in operating the program.

5.1 Analyze needs and establish priorities for equipment and facilities.

5.2 Assess the effect of the physical setting on learning and make necessary adjustments.

5.3 Assume managerial responsibilities involved in maintaining occupational facilities, materials, and equipment.

5.4 Employ procedures for the safe use, storage, and maintenance of tools, equipment, and supplies.

5.5 Prepare reports and maintain student and departmental records.

5.6 Supervise paraprofessionals to improve efficiency and human relations.

6.0 Plan for and assume professional role based on philosophy of vocational education.

6.1 Plan professional development to enhance effectiveness as a vocational educator.

6.2 Demonstrate ethical behavior in professional relationships.

6.3 Assume various roles involved in teaching in relation to students, co-workers, and community personnel.

6.4 Formulate professional beliefs based on current professional developments, social needs, and technological advances.

6.5 Examine the contribution of vocational education in relation to the total education system.

7.0 Examine financial and legal responsibilities of employers and the self employed.

7.1 Assess costs of operating businesses.

7.2 Examine alternate routes of obtaining funds for establishing a business.

7.3 Develop a system of bookkeeping which meets legal requirements.

7.4 Identify mandatory taxes and social insurance programs.

7.5 Describe services available to businesses from public and private agencies.

Industrial Arts/Technology

Introduction

The society of today requires of its citizenry an increasingly higher level of understanding of their total environment including technology if they are to contribute fully and to adapt successfully to the ever changing demands brought about by a constantly evolving technology.

Industrial arts/technology is that phase of education which studies the physical technologies. Included in industrial arts/technology are industry and its organization, materials, occupations, processes and products and the problems and benefits which result from the influence of technology on society.

Through study, instruction and experimentation, prospective teachers gain knowledge to increase their understanding of the technologies. Laboratory instruction provides experience for the development of habits and attitudes in workmanship, self-discipline, safety and health and self-reliance.

Program Objectives, Grades 4-8 - Multiple Activities

The teacher education program shall provide educational experience which will enable the teacher to:

1.0 Identify and define the philosophy which determines the area of study within industrial arts/technology for the middle school.

  1.1 Define the role industrial arts/technology plays in the general education of all pupils of the middle school.

  1.2 Evaluate the relationship of technology to our cultural heritage.

  1.3 Exhibit attitudes conducive to favorable behavior modification in terms of desirable safe practices.

2.0 Operationalize concepts inherent in communication as related to drafting, graphic arts, electricity/electronics.

  2.1 Demonstrate ability to depict ideas through simple paper and pencil sketching.

  2.2 Identify various modes of pictorial drawing such as cabinet views, isometric views, orthographic views, and perspective views.

2.3 Identify and use media appropriate to teaching drafting techniques.

2.4 Discuss modes of reproducing drafting problems.

2.5 Use vocabulary common to drafting area.

2.6 Solve drafting problems.

2.7 Identify and use appropriate drafting tools.

2.8 Identify and explain various operations for reproduction graphic arts problems.

2.9 Identify the criteria for selecting a specific ink media in performing a given task.

2.10 Design and compose given problems in communication by print exhibiting optimum legibility.

2.11 Perform simple tasks in photography such as taking pictures and developing film.

2.12 Identify simple circuitry.

2.13 Distinguish between a.c. and d.c. power sources and circuits.

2.14 Perform problem solving tasks related to a.c. and d.c. circuits.

2.15 Identify component parts as used in electricity and electronics.

2.16 Identify the distinguishing characteristics of the digital and analog computer.

2.17 Design activities in electricity/electronics for the middle school student.

2.18 Use metric system of measurement.

3.0 Operationalize concepts of production as related to extraction, processing, and fabrication of metals, woods and fibers, ceramics or synthetic products.

3.1 Express appropriate vocabulary and materials available through extraction processes of harvesting, quarrying, drilling, flushing, mining and separation.

3.2 Develop models depicting extraction process concepts.

3.3 Define intermediate steps essential to each material prior to fabrication processes.

3.4 Identify the fabrication processes associated with metals (both hot and cold), woods (both mechanical fasteners and adhesives), fibers (weaving, knitting, felting), ceramics (forming, welding, pinching), synthetics melting, combing, adhesion, mechanical fasteners, weaving, casting, fulling/settling).

3.5 Apply fabrication processes to materials identified in 3.4.

3.6 Apply principles of construction significant to housing, business, industry, highways, bridges, towers, utensils/tools, and furnishings.

3.7 Apply appropriate finishing processes to each material/structure identified in 3.4.

4.0 Operationalize concepts in transportation as related to the outer space, land, water, and air.

4.1 Identify the role of governmental regulatory agencies responsible for transportation.

4.2 Identify modes of transportation by environmental base: terresterial, marine, atmosphere, and space.

4.3 Distinguish sub-systems essential for each enviornmental transporter: suspension, guidance, control, propulsion, structure, and transmission.

4.4 Define modes and vehicles for transporting goods, services, and people in each of the environments.

4.5 Describe the working mechanisms in power systems using gasoline electricity, reaction, steam, water, and wind.

4.6 Discuss domestic transportation as related to the significance, development, environmental, and sociological aspects of transportation.

4.7 Explain economic characteristics and performance of domestic transportation as related to land carriers, water and air carriers, and transportation geography: routes and commodity movement.

4.8 Identify the design, production and assembly techniques and vocabulary unique to vehicles of each environment.

4.9 Identify the surface (roadways, runways), container (pipe, wire), routing (roadways, canals), structures (bridges, tunnels), essential to proper functioning of each transportation system.

4.10 Develop activities representative of the concepts essential to proper functioning of vehicles in each environment.

4.11 Design and develop models representing transportation environments, such as land support systems (roadways, service stations), atmospheric support system (airports), marine support system (ports, harbors), space support system (launch, recover, shuttle), and tubular transportation (subways, pipelines, cable).

4.12 Forecast probable figure developments in transporting people, goods and services in each of the environments.

4.13 Identify modification of human roles based upon changes in transportation technology.

5.0 Demonstrate ability to perform motor skills essential to the development of middle school industrial arts/technology concepts.

5.1 Demonstrate successful use of power and non-power tools identified with the areas of drafting, graphic arts, electricity/electronics, metals, woods and fibers, ceramics, synthetics, and transportation.

5.2 Select and use the processes and materials to meet designed tasks.

5.3 Express in writing and/or verbally the concepts of technology.

5.4 Employ proper research and development techniques in problem solving.

Industrial Arts/Technology, Grades 4-8 Semester Hours 22
Multiple Activities

PROFESSIONAL CERTIFICATE ISSUED PROVISIONALLY

Multiple Activities Laboratory	22
Elementary	53
General Studies	40
Professional Education	20

Program Objectives, Grades 7-12 - Multiple Activities

The teacher education programs shall provide educational experience which will enable the teacher to:

1.0 Identify and define the philosophy which determines the areas of study within industrial arts/technology for multiple activities.

1.1 Define the role of industrial arts/technology in the general education of all pupils in the junior-senior high school.

1.2 Evaluate the relationship of technology to our cultural heritage.

1.3 Identify through research, forecasting techniques and processes and be able to "futurize" the needs of desirable safe practices.

2.0 Function within a contemporary framework of conceptual development in an Industrial Arts/Technology Multiple Activities learning laboratory.

2.1 Study relationships between technology and material.

2.2 Apply the concepts of material use in a multiple cctivities learning laboratory.

3.0 Operationalize concepts inherent in communication as related to drafting, graphic arts, and electricity/electronics.

3.1 Demonstrate ability to depict ideas through simple paper and pencil sketching.

3.2 Identify various modes of pictorial drawing, such as cabinet views, isometric views, orthographic views, and perspective views.

3.3 Identify and use media appropriate to teaching drafting techniques.

3.4 Discuss modes of reproducing drafting problems.

3.5 Use vocabulary common to drafting area.

3.6 Solve drafting problems.

3.7 Identify and use appropriate drafting tools.

3.8 Identify and explain various operations for reproducing graphic arts problems.

3.9 Identify criteria for selecting ink media to perform a given task.

3.10 Design and compose given problems in communications by print exhibiting optimum legibility.

3.11 Experience simple tasks in photography such as taking pictures and developing film.

3.12 Identify simple circuitry.

3.13 Distinguish between a.c. and d.c. power sources and circuits.

3.14 Perform problem solving tasks related to a.c. and d.c. circuits.

3.15 Identify component parts as used in electricity and electronics.

3.16 Identify the distinguishing characteristics of the digital and analog computer.

3.17 Design activities in electricity/electronics for the junior-senior high school student.

3.18 Use the Standardized International Metric System of measurement.

4.0 Operationalize concepts inherent in production as related to extraction, processing, and fabrication of metals, woods and fibers, ceramics and synthetic products.

4.1 Express appropriate vocabulary and materials available through extraction processes of harvesting, quarrying, drilling, flushing, mining and separation.

4.2 Develop models depicting extraction process concepts.

4.3 Define intermediate steps essential to each material prior to fabrication processes.

4.4 Identify the fabrication processes associated with given materials, such as metals (both hot and cold), woods (both mechanical fasteners and adhesives), fibers (weaving, knitting and felting), ceramics (forming, welding, pinching and adhesives), and synthetics (melting, combing, adhesion, mechanical fasteners, weaving, casting and fulling/settling).

4.5 Apply fabrication processes to appropriate materials.

4.6 Apply principles of construction significant to housing, business, industry, highways, bridges, tunnels, utensils/tools and furnishings.

4.7 Apply appropriate finishing processes to each material/structure.

5.0 Operationalize concepts inherent in transportation as related to the environment space, terrestrial, marine and atmospheric.

5.1 Demonstrate a knowledge base of governmental regulatory agencies responsible for transportation including Interstate Commerce Commission, Federal Maritime Commission, and Federal Aviation Agencies.

5.2 Identify modes of transportation by environmental base: terrestrial, marine, atmospheric and space.

5.3 Distinguish sub-systems essential for each environmental transporter: suspension, guidance, control, propulsion, structure, and transmission.

5.4 Define modes and vehicles for transportation goods, services, and people in each of the environments.

5.5 Describe the working mechanisms in power systems using gasoline, electricity, reaction, steam, water and wind.

5.6 Discuss domestic transportation as related to the significance, development, environmental and sociological aspects of transportation.

5.7 Explain the economic performances and characteristics of domestic transportation as related to land, water, air and other carriers, and transportation geography (routes and commodity movement).

5.8 Identify the design, production and assembly techniques and vocabulary unique to vehicles of each environment.

5.9 Identify the surface, (roadways, runways) container (pipe, wire), routing (roadways, canals), structures (bridges, tunnels), essential to proper functioning of each transportation system.

5.10 Develop activities representative of the concepts essential to proper functioning of each transportation system.

5.11 Design and develop models representing transportation environments, such as land support systems (roadways, service stations), atmospheric support systems (airport), marine support system (ports, harbors), space support system (launch, recovery, shuttle), tubular transportation (subways, pipelines, cable).

5.12 Forecast probable future developments in transporting people, goods and services in each of the environments.

5.13 Identify modification of human roles based upon changes in transportation technology.

5.14 Describe existing nonmechanical guidance systems, such as road maps, star charts, nautical maps, and flight charts.

5.15 Describe existing mechanical systems of guidance.

5.16 Relate the function of control devices, such as mechanical power (gears, pulleys and belts, clutches, couplings) fluid power (directional control valves, check valves, relief valves) and electrical power (on/fff switches, direction of current flow, overload control, future controls).

6.0 Demonstrate ability to perform motor skills essential to the development of junior/senior high industrial arts/technology concepts.

6.1 Demonstrate successful use of power and nonpower tools identified with the areas of drafting, graphic arts, electricity/electronics, metals, woods, fibers, ceramics and synthetics, and transportation.

6.2 Select and use the processes and material to meet designed task.

6.3 Express in writing and/or verbally the concepts of technology.

6.4 Employ proper research and development techniques in problem solving.

Industrial Arts/Technology, Grades 7-12 Semester Hours 32
Multiple Activites

The comprehensive industrial arts/technology program is an extension of the Multiple Activities program and requires the teacher to complete two unit laborabory specializations in addition to the Multiple Activities. Approved laboratories include: Construction; Electricity/ Electronics; Fibers, Ceramics and Synthetics; Drafting; Materials Testing; Graphic Arts; Metals; Power and Transportation; and Woods. The teacher who completes the comprehensive program will receive endorsements for Multiple Activities and the two unit laboratories.

Program Objectives for Construction, Grades 7-12

The teacher education programs shall provide educational experience which will enable the teacher to:

1.0 Read and interpret architectural plans and specifications for various methods of construction using materials i.e., metals, ceramics, woods, and other materials as developed.

2.0 Identify and use resource formulas and data as specified in hand books, manuals, specifications as related to fundamentals of construction estimating.

3.0 Solve problems associated with building site and foundation developments, residential and industrial framing, roof systems and design, mechanical and electrical systems, climate control, plumbing and sanitation, interior/exterior design and finishing.

4.0 Identify and interpret the building codes and practices as related to the identified construction task.

5.0 Indicate awareness of career opportunities in the construction area.

Program Objectives for Electricity/ Electronics, Grades 7-12

The teacher education programs shall provide educational experiences which shall enable the teacher to:

1.0 Investigate and experiment with the fundamental concepts of theories of energy, sources of electricity, conductors, semi-conductors, and insulators, resistive circuits, magnetism, generation of electrical power, meters and instruments, inductance, capacitance, resistance/capacitance circuit, and a.c. - d.c. motors.

2.0 Investigate and experiment with electronic fundamentals with emphasis toward solid-state components and circuitry to include: semi-conductor diodes, transistors, transistor amplifiers, transistor power amplifiers, transistorized oscillators, radio reception and transmission, switching and logic circuits, special semi-consuctor components, and vacuum tubes.

3.0 Be familiar with circuits and operating theory of common test instruments through an investigation of use of meters and instruments, methods of measurement, testing components, and electronic circuits.

4.0 Investigate the design and application of electrical machinery to include generator characteristics and construction, d.c. motors, transformers, and a.c. motors.

5.0 Experiment with industrial electronics and controls to enable problem identification, analysis of problem, alternative solutions, evaluation and follow-up action as related to basic circuits found in various industries.

6.0 Indicate awareness of career opportunities in the Electricity/Electronics area.

Program Objectives for Fibers, Ceramics and Synthetics, Grades 7-12

The teacher education programs shall provide educational experience which will enable the teacher to:

1.0 Identify and describe the physical characteristics of each of the four natural fibers from harvest to fabrication processes including cotton, wool, flax, and silk.

2.0 Identify and describe the physical characteristics of synthetic hydrocarbon fibers from formulation to fabrication processes.

3.0 Identify and describe the physical characteristics of combined natural and synthetic fibers.

4.0 Identify and use finishing processes appropriate for each fiber group.

5.0 Identify and describe the physical characteristics of protein (nitrogen) based synthetics.

6.0 Describe the industrial application of natural, synthetic (carbon and nitrogen) and blended fibers, and be able to identify significant differences.

7.0 Experiment with the characteristics, design principles, molding, fabricating and finishing techniques of thermoset plastics and thermoplastic plastics as related to the plastics industries.

8.0 Explore, develop and experiment with technical applications of ceramic products including design principles, forming, decorating, and glazing techniques.

9.0 Indicate an awareness of career opportunities in fibers, ceramics, and synthetics.

Program Objectives for Drafting, Grades 7-12

The teacher education programs shall provide educational experience which will enable the teacher to:

1.0 Write concepts learned, convert the concept from verbal to graphic or symbolic form in communication of solutions to simple and complex problems.

2.0 Recall and use correct architectural terminology as related to structural members and materials used in the construction of residential and commercial units.

3.0 Execute drawings in compliance with Federal Housing Authority Code.

4.0 Demonstrate current practices in the graphic description of machine tool components as used by design engineers including threads and thread profiles, helix, cams and gears, and assembly and exploded views.

5.0 Experience problem solving through spatial analysis procedures including basic spatial relations, and spatial relations involving angles and clearances.

6.0 Indicate an awareness of career opportunities in drafting.

Program Objectives for Graphic Arts, Grades 7-12

The teacher education programs shall provide educational experience which will enable the teacher to:

1.0 Investigate and apply principles of composition and typography related to image assembly and mechanicals including basic camera application and elementary striping.

2.0 Investigate and apply the essential concepts related to image carriers and mechanisms including relief plates, lithoplates, photo silkscreen, gravure, rotory, cylinder and platen presses.

3.0 Experience the processing of half-tone, posterization, duping, choking and duo tones and will include proof pressing and non proof pressing.

4.0 Implement through original works two and three dimensional designs in printed materials and analyze the psychological implications of printed word and color.

5.0 Indicate an awareness of career opportunities in graphic arts.

Program Objectives for Materials Testing, Grades 7-12

The teacher education programs shall provide educational experience which will enable the teacher to:

1.0 Define, translate, interpret and apply analytical and graphical principles, concepts and methods in the study at coplanar and non-coplanar, concurrent and non-current force systems.

2.0 Use concepts of testing strength of materials including tension, compression and sheer strength, modulus of elasticity, strain and hardness, torsional loading; and beam design over span.

3.0 Investigate and experiment with the nature of metallic elements and their actions and reactions based on environment, temperature and form.

4.0 Indicate an awareness of career opportunities in materials and testing.

Program Objectives for Metals, Grades 7-12

The teacher education programs shall provide educational experience which will eanble the teacher to:

1.0 Exhibit fundamental skills in welding of ferrous and non-ferrous metal.

2.0 Demonstrate the ability to operate the common machine tools with proficiency.

3.0 Utilize the S.A.E. numbering systems of metals, alloys and their components.

4.0 Demonstrate proficiency in the techniques of the mass production processes.

5.0 Practice concepts related to layout and pattern development in sheet metal fabrication.

6.0 Demonstrate metal, finishing techniques including grinding, buffing, polishing, and coloring.

7.0 Indicate an awareness of career opportunities in metals.

Program Objectives for Power and Transportation, Grades 7-12

The teacher education programs shall provide educational experience which will enable the teacher to:

1.0 Apply the principles and concepts of power laws, transmission and control systems:

characteristics of pumps and fluid pressurizing mechanisms, hydraulic cylinders, rams, fluid motors, control valves, servos and associated devices.

characteristics of electrical generators, motors, transformers, control mechanisms.

characteristics of engine design, power transfer through manual and automatic transmission systems and related control mechanisms.

2.0 Identify and apply the principles and concepts of guidance and suspension systems.

3.0 Possess a basic comprehension of the environmental factors which affect transport of electrons, fluids and solids.

4.0 Indicate an awareness of career opportunities in power and transportation.

Program Objectives for Woods, Grades 7-12

The teacher education programs shall provide educational experience which will enable the teacher to:

1.0 Investigate and experience bonding techniques to include mechanical and chemical.

2.0 Investigate and experience protective treatment of wood products: staining, weather proofing, painting, and varnishing.

3.0 Investigate and experience fabricating wood products: bending, laminating, material composite and jointing.

4.0 Use prescribed methods to calculate material needs to accomplish given tasks: grades of materials, relative costs and selection of appropriate materials.

5.0 Demonstrate proficiency of machine tool use.

6.0 Investigate and demonstrate an awareness of future uses of woods, wood products, and conservation of woods and forests as natural resources in our culture.

7.0 Investigate the history of woods as it relates to our cultural heritage pre-industrial revolution, post industrial revolution, age of automation and space age.

8.0 Indicate awareness of career opportunities in the woods area.

Industrial Arts/Technology Unit Laboratories Semester Hours 24

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Industrial Arts/Technology, Grades 7-12 Multiple Activities	32
A Specialization for Grades 7-12 or Grades K-12 or Grades 7-9	
General Studies	40
Professional Education	20

Industrial Arts/Technology, Grades 7-12 Comprehensive Multiple Activities	32
Two Unit Laboratory Specializations, Grades 7-12	24
General Studies	40
Professional Education	20

Professional Objectives

The teacher education program shall provide educational experience which will enable the teacher to:

1.0 Analyze a school/community system and design an Industrial Arts/Technology curriculum relative to student needs.

2.0 Identify resources necessary for the development and implementation of Industrial Arts/Technology curricula.

 2.1 Design a facility based upon curriculum needs including the selection of equipment and organization for instructional strategies.

 2.2 Identify, select and catalogue resource material for classroom instructional programs.

3.0 Identify and select appropriate modes of instruction essential for creating an optimum teaching-learning envoronment for the study of industrial arts/technology.

 3.1 Analyze components of teaching-learning tasks and correlate with levels of human growth and development.

3.2 Instruct students through designed learning activities congruent with identified-operationalized concepts and/or skills in industrial arts/technology.

3.3 Select and utilize appropriate classroom management and organizational modes essential for creating an optimum teaching-learning environment.

3.4 Identify individual student needs and select appropriate learning tasks and resources appropriate for each individual student.

4.0 Demonstrate the ability to evaluate learning progress.

5.0 Develop and use educational media and other devices for instruction and evaluation.

6.0 Design activities to strengthen the concepts presented to the students.

Journalism

Introduction

The preparation of the journalism teacher is designed to provide information and experiences which are necessary to meet both inclass needs and needs related to successful direction of extra-curricular journalism projects. Directing projects such as school publications and communications requires the development of special competencies.

With the growing influence of mass communication upon society, educators today are adding journalism "mini-courses" to their curriculum as well as offering the regular courses which are designed to educate students to be effective users and producers of the mass media. For this reason, the teacher education program for Journalism teachers should be clustered around theoretical courses and practical experiences in order to prepare them to advise student publication staffs responsibly and to instruct all students as media consumers.

Program Objectives - Grades 7-12

The teacher education program shall provide training and experience which will enable the Journalism teacher to:

1.0 Communicate through effective writing by providing experiences in the basic skills and mechanics of the journalism profession.

1.1 Demonstrate different journalistic styles.

1.2 Relate interviewing and research.

2.0 Develop knowledge and skills in the technical methods and tools used in Journalism:

copy reading
editing
makeup
headline writing
production process
photography
advertising copy and design

3.0 Develop an understanding of the functioning of the American economic system as it relates to mass media (advertising, media sales, circulation and distribution).

4.0 Possess a knowledge of the history and develomment of the mass media, illustrating its impact upon society and the effects of technological developments upon the mass media.

  4.1 Analyze the organizational structure of the news media, showing how and why this structure has changed.

5.0 Develop knowledge of the social responsibilities and of laws and ethics of mass media: illustrate the effects of news media upon law and the effects of law upon the news media.

  5.1 Stress the necessity for absolute accuracy.

  5.2 Assume the responsibility for reporting on all economic and social strata in society.

6.0 Develop an understanding of and appreciation for the free flow of information and the role of the news media in a democratic society.

7.0 Recognize and deal with public relations problems related to the school and to the community served by the school.

8.0 Develop an awareness of career opportunities in Journalism and describe the preparation required for such professional careers.

Journalism, Grades 7-12 Semester Hours 21

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Journalism, Grades 7-12	21
A Specialization for Grades 7-12 or Grades K-12	
General Studies	40
Professional Education	20

Professional Objectives

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Demonstrate professional competence in working effectively with Journalism students.

  1.1 Utilize teaching methods appropriate for youth in assisting them in the acquisition of knowledge and skills in the field of Journalism.

- 1.2 Demonstrate competence in advising students in publication activities in secondary schools.

2.0 Utilize teaching methods that will broaden the knowledge and attitudes of students towards the total field of journalistic communication.

- 2.1 Demonstrate through case studies and previous research the differences in perception of news.
- 2.2 Demonstrate attitudes of news media professionals by bringing them personally into the classroom for formal presentations.
- 2.3 Illustrate by way of assigned readings the conflicting philosophical stances towards the media.
- 2.4 Provide extensive journalism bibliography for students that will permit broad reading.

Language Arts

Introduction

The Language Arts: listening, oral communications, reading, and written communications, are the fundamental basis of learning. They are the tools through which knowledge is acquired and transmitted. The prospective teacher of children and youth must acquire essential language competencies and demonstrate the ability to use the language skills to effect behavioral change.

A teacher education program that emphasizes preparation in all phases of the Language Arts must assure that prospective teachers will learn the basic subject matter pertinent to listening, oral communication, written communication and reading and it must provide a situation, curriculum, and activities that result in the development of proficiency in the selection and use of effective teaching materials, methods, and techniques.

Program Objectives - Grades 4-8

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Interpret the natural and developmental relationship that exists between and among listening, oral communications, reading, and written communications.

  1.1 Describe the characteristics of language by incorporating its structural components and its historical, social and cultural development.

  1.2 Use linguistics science to expand understanding of basic sound symbol association.

  1.3 Develop a concept that language changes.

2.0 Identify kinds of literary materials that interest students in late childhood and early adolescence (nursery rhymes, fairy tales, fables, biography, adventure, comics, and magazines).

  2.1 Select literary materials which stimulate creativity in listening, oral communications, written communications, and reading. Examples are:
    creative drama
    puppetry
    creative writing

2.2 React to values and ethical standards which emanate from literature.

2.3 Select appropriate sources and titles of literary materials for students.

2.4 Read and interpret important work in literature for children and adolescents.

2.5 Analyze the author's purpose and writing style.

3.0 Interpret the purposes of and the need for developmental, corrective and remedial Language Arts program.

3.1 Identify and relate the influences of physical, psychological, sociological and educational factors to achievement in each phase of the Language Arts.

3.2 Describe and explain the reading process (foundation, background, comprehension and utilization).

3.3 Explain and prescribe the specific language skills essential at any instructional level in a developmental program.

3.4 Delineate the skills and abilities needed in developing creative thought in listening, oral communication, reading and written communication.

Language Arts, Grades 4-8 Semester Hours 21

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Language Arts, Grades 4-8	21
Elementary, Grades 1-6	53
General Studies	40
Professional Education	20

Note: Preparation should include course work and/or equivalent instruction in linguistics, reading, written communication, speaking and listening, with preparation in the teaching of reading being at least one-third of the total curriculum.

Professional Objectives - Grades 4-8

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Delineate the basic principles underlined to teaching of the Language Arts (reading and written communication). Examples of such principles include:

Instruction must be based upon the language patterns of students. Instruction should follow the sequence of listening, oral communication, reading and finally written communication.

Language patterns are developed and change primarily by oral activities and are related to any phase of the Language Arts development previously.

Skills in the various phases of the Language Arts should be taught sequentially according to the developmental needs of the children.

Language Arts are integrally related to the thought processes (literal, inferential, critical, and creative thinking abilities). In using the Language Arts to develop thought processes, major emphasis should be placed upon critical and creative thinking and expression rather than on mechanical correctness and expression.

Language learning proceeds from the concrete to the semi-concrete to the abstract levels of conceptualization.

Language instruction in any subject area involves a close integration of all phases of Language Arts.

Language skills are developed through positive, rather than negative, teaching and reinforcement.

Effective language development and growth depend upon systematic and periodic evaluation and feedback.

1.1 Integrate instruction in listening, oral communications, reading and written communication in teaching students at different maturity levels.

1.2 Analyze the research in Language Arts and state implications for teaching.

1.3 Develop lesson plans and put into practice effective methods in teaching the Language Arts. Examples of such methods include:

Maintain a balance in Language Arts skills and instruction.

Adapt group practices to fit the individual needs of the pupils.

Provide for evaluation feedback.

Assess learning modalities.

1.4 Develop teaching strategies for helping children analyze and make effective their own language patterns in both oral and written communication. Examples of such strategies include:

Provide for questioning techniques that promote interaction.

Guide pupils in planning, organizing, outlining, and completing written and oral compositions.

Listen to a variety of language models.

Aid students in improving speech accuracy, vocabulary, development, oral frequency.

Promote classroom experiences in such activities as conversation, discussion, story telling, reporting, interviewing, introduction, conducting meetings, oral interpretation, informative speaking, and broadcasting.

1.5 Devise means for evaluating, reporting, and recording pupil progress in using communication skills.

2.0 Employ varied techniques and strategies for motivating students to read, quietly and frequently, and to develop literary taste. Such strategy includes:

Provide daily opportunities for independent reading.

Encourage self-selection of materials for independent reading.

Assure easy access to a wide variety of literary materials.

2.1 Stimulate student reaction and interaction in order to develop literary taste.

2.2 Utilize multi-media techniques.

2.3 Develop standards for assessing literary quality.

2.4 Discuss characterization, theme, and climax.

3.0 Utilize teaching techniques based upon sequential steps in the reading process.

3.1 Conduct a balanced reading lesson.

3.2 Use reading techniques in presenting content materials.

3.3 Determine and provide for student differences.

4.0 Implement procedures for developing and evaluating the skills of listening, oral communication, written communication, and reading.

   4.1 Utilize techniques for the development of literal, interpretive critical and creative listening in reading.

   4.2 Provide classroom activities which result in student security in speaking and the ability to express ideas clearly and effectively.

   4.3 Provide experiences which result in independent and written expression, the ability to write with clarity, legibility, creativity, and contextual correctness.

5.0 Design and implement instructional situations which promote divergent thinking, suspension of judgment, flexibility of thought, problem solving, idea production, and evaluation.

   5.1 Analyze propaganda techniques.

   5.2 Promote creative drama.

   5.3 Solicit critical and creative listening in reading.

   5.4 Stimulate critical and creative listening in reading.

   5.5 Aid students in recognizing that personal interpretations are to be valued and encouraged.

6.0 Construct instructional objectives for corrective classroom teaching and implement corrective instruction in all areas of the Language Arts.

   6.1 Employ multi-sensory approaches.

   6.2 Accept and use the pupils' language patterns as a basis for instruction.

   6.3 Utilize available referral services and community resources.

7.0 Identify Language Arts materials appropriate for the instructional levels of students.

   7.1 Select and use, in a laboratory practicum or in student teaching situations, a variety of instructional aids on appropriate levels; such as, basic texts, supplementary and enrichment materials, learning center, audio-visual aid, and high interest-low vocabulary and other motivational materials.

8.0 List and explain the characteristics, administrative procedures, and interpretations of standardized and informal assessment instruments for measuring language achievement.

8.1 Diagnose language difficulties from children's performance and test data.

8.2 Construct informal tests to measure language in reading achievements.

8.3 Identify and use classroom diagnostic procedures.

9.0 Explain the basic principles and procedures for assessing student language arts needs in a classroom setting.

9.1 Evaluate existing language arts needs assessment and program management materials for strengths and weaknesses.

9.2 Conduct a language arts needs assessment and develop a classroom management program which provides for individual differences in language arts achievement.

10.0 Identify the role of paraprofessionals in language arts instruction.

10.1 Utilize paraprofessionals for appropriate classroom language arts activities.

Program Objectives - Grades 7-9

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Interpret the natural and developmental relationship that exists between and among listening, oral communications, reading, and written communications.

1.1 Describe the characteristics of language by incorporating its structural components and its historical, social and cultural development.

1.2 Use linguistics science to expand understanding of basic sound symbol association.

1.3 Develop a concept that language changes.

2.0 Describe types of literature, levels of interpretation, and influences of societal factors on literature that is of interest to students in early adolescence.

2.1 Read orally a literary work with such a degree of feeling that students respond to the author's ideas and feelings.

2.2 Read and interpret a variety of adolescent literature.

2.3 Discuss literary contributions of modern writers, including regional and ethnic authors such as Appalachian, Black, Indian, and Chicano.

3.0 Interpret the purposes of and the need for developmental, corrective, and remedial Language Arts program.

3.1 Identify and relate the influence of physical, psychological, sociological and educational factors to achievement in each phase of the Language Arts.

3.2 Describe and explain the reading process (foundation, background, comprehension and utilization).

3.3 Explain and prescribe the specific language skills essential at any instructional level in a developmental program.

3.4 Delineate the skills and abilities needed in developing creative thought in listening, oral communications, reading and written communication.

Language Arts - Grades 7-9 Semester Hours 24

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Language Arts, Grades 7-9	24
A Specialization for Grades 7-12[1]or Grades K-12[1]	
General Studies	40
Professional Education	20

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[1] A student who elects Journalism, Grades 7-12 or Safety, Grades 7-12, or Social Services and Attendance, Grades K-12, must complete an additional specialization for Grades 7-12 or Grades K-12 if he wishes to complete the specialization for Language Arts, Grades 7-12. A student who elects English, Grades 7-12, may not elect a specialization in Language Arts, Grades 7-9.

Note: Preparation should include course work and/or equivalent instruction in linguistics, reading, written communication, speaking and listening, and literature, with preparation in the teaching of reading, written communications, and literature being at least two thirds of the total curriculum.

Professional Objectives - Grades 7-9

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Delineate the basic principles underlined to teaching of the Language Arts (reading and written communication). Examples of such principles include:

Instruction must be based upon the language patterns of students. Instruction should follow the sequences of listening, oral communication, reading and finally written communication.

Language patterns are developed and change primarily by oral activities and are related to any phase of the Language Arts developed previously.

Skills in the various phases of the Language Arts should be taught sequentially according to the developmental needs of the children.

Language Arts are integrally related to the thought processes (literal, inferencial, critical, and creative thinking abilities). In using the Language Arts to develop thought processes, major emphasis should be placed upon critical and creative thinking and expression rather than on mechanical correctness and expression.

Language learning proceeds from the concrete to the semi-concrete to the abstract levels of conceptualization.

Language instruction in any subject area involves a close integration of all phases of Language Arts.

Language skills are developed through positive, rather than negative, teaching and reinforcement.

Effective language development and growth depend upon systematic and periodic evaluation and feedback.

1.1 Integrate instruction in listening, oral communications, reading, and written communication in teaching students at different maturity levels.

1.2 Analyze the research in Language Arts and state implications for teaching.

1.3 Develop lesson plans and put into practice effective methods in teaching the Language Arts. Examples of such methods include:

Maintain a balance in Language Arts skills and instruction.

Adapt group practices to fit the individual needs of the pupils.

Provide for evaluation feedback.

Assess learning modalities.

1.4 Develop teaching strategies for helping children analyze and make effective their own language patterns in both oral and written communication. Examples of such strategies include:

Provide for questioning techniques that promote interaction.

Guide pupils in planning, organizing, outlining, and completing written and oral compositions.

Listen to a variety of language models.

Aid students in improving speech accuracy, vocabulary development, oral frequency.

Promoting classroom experiences in such activities as conversation, discussion, story telling, reporting, interviewing, introductions, conducting meetings, oral interpretation, informative speaking, and broadcasting.

1.5 Devise means for evaluating, reporting, and recording pupil process in using communication skills.

2.0 Develop teaching strategies which enable students of varying levels of ability to enjoy, discuss and write about literature.

2.1 Provide opportunities for students to respond to literature through sense experiences, emotional responses, and thought.

2.2 Use questioning devices to lead students' discussion that proceeds from simple to complex, from words to images, from simple episodes to broad ideas and themes, and from the obvious element of plot and characterization to style, structure and purpose.

2.3 Involve students in classroom activities, such as individual oral interpretation, choral reading, and appropriate dramatic activities.

2.4 Provide daily opportunities for independent reading.

2.5 Encourage self-selection of materials for independent reading, assume easy access to a wide variety of literary materials.

3.0 Utilize teaching techniques based upon sequential steps in the reading process.

3.1 Conduct a balanced reading lesson.

3.2 Use reading techniques in presenting content materials.

3.3 Determine and provide for student differences.

4.0 Implement procedures for developing and evaluating the skills of listening, oral communication, written communication, and reading.

4.1 Utilize techniques for the development of literal, interpretative critical and creative listening in reading.

4.2 Provide classroom activities which result in students' security in speaking and the ability to express ideas clearly and effectively.

4.3 Provide experiences which result in independent and written expression, the ability to write with clarity, legibility, creativity, and contextual correctness.

5.0 Design and implement instructional situations which promote divergent thinking, suspension of judgment, flexibility of thought, problem solving, idea production, and evaluation.

5.1 Analyze propaganda techniques.

5.2 Promote creative drama.

5.3 Solicit personal opinions from students.

5.4 Stimulate critical and creative listening in reading.

5.5 Aid students in recognizing that personal interpretations are to be valued and encouraged.

6.0 Construct instructional objectives for corrective classroom teaching and implement correct instruction in all areas of the Language Arts.

6.1 Employ multi-sensory approaches.

6.2 Accept and use the pupils' language patterns as a basis for instruction.

6.3 Utilize available referral services and community resources.

7.0 Identify Language Arts materials appropriate for the instructional levels of students.

7.1 Select and use, in a laboratory practicum or in student teaching situations, a variety of instructional aids on appropriate levels, such as, basic texts, supplementary and enrichment materials, learning center, audio-visual aid, and high interest-low vocabulary and other motivational materials.

8.0 List and explain the characteristics, administrative procedures, and interpretations of standardized and informal assessment instruments for measuring language achievement.

8.1 Diagnose language difficulties from children's performance and test data.

8.2 Construct informal tests to measure language in reading achievements.

8.3 Identify and use classroom diagnostic procedures.

9.0 Explain the basic principles and procedures for assessing student Language Arts needs in a classroom setting.

9.1 Evaluate existing Language Arts assessment and program management materials for strengths and weaknesses.

9.2 Conduct a Language Arts needs assessment and develop a classroom management program which provides for individual differences in Language Arts achievement.

10.0 Identify the role of paraprofessionals in Language Arts instruction.

10.1 Utilize paraprofessionals for appropriate classroom Language Arts activities.

Mathematics

Introduction

From the beginning, Mathematics should be learned and taught as a unified subject. The teacher education program should develop in the preservice teacher an understanding of the unification which results from the strands which integrate and clarify the components of Mathematics.

Program Objectives, Grades 4-8

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Use and explain mathematical systems emphasizing the definition of mathematical systems.

  1.1 Use and explain numeration systems, including non-decimal base systems.

  1.2 Use and explain equivalence and order relations by distinguishing between properties of each.

  1.3 Use the language of sets to simplify and explain mathematical ideas.

  1.4 Associate and represent whole numbers and positive rational numbers geometrically with points on a number line.

  1.5 Explain the basic properties of the whole numbers, integers, including mod n, rational numbers, and real numbers, and the differences in each system.

  1.6 Explain in terms of varying maturity levels why operations are defined as they are and algorithms are performed as they are by stating the properties for each step of the algorithms.

    Perform four operations with rational numbers using decimal and fractional notation and explain why the algorithms work.

    Perform operations with integers, mod n, and explain properties for each step of the algorithm.

1.7 Explain and distinguish between the concepts of relation and function:

Graph functions and relations related to polynomials.

Create simple bar and line graphs on a coordinate system and be able to interpret various scales used for construction of graphs.

2.0 Use the concepts of logic to relate the definitions, axioms and theorems of mathematical systems as taught in the secondary school.

2.1 Use the basic concepts of vectors and coordinates to illustrate basic theorems.

2.2 Use the basic concepts of number theory and algebra to establish algorithms and properties of the number systems.

2.3 Use inductive and deductive methods of reasoning:

Produce reasonable, consistent, and logical arguments (proof) for mathematical statements.

3.0 Utilize appropriate computational and problem solving techniques for teaching Mathematics at varying maturity levels.

3.1 Recognize life situation problems and solve these by the use of mathematical models.

3.2 Use the basic concepts of probability and statistics to solve simple problems:

Use the discreet methods of probability and statistics to solve problems of inference and hypothesis testing.

3.3 Use the basic methods of linear algebra to solve problems.

3.4 Develop alternate algorithms for the basic operations and discuss the effectiveness of the algorithms.

3.5 Use calculators to assist computation:

Use a programmable calculator to solve problems at appropriate level and complexity.

Write flow charts for simple mathematical operations and life situation activities.

4.0 Use concepts of geometry and measurement pertinent to appropriate level and complexity.

4.1 Name simple geometric shapes and intuitively identify properties of each.

4.2 Develop informally the use of geometric concepts using paper folding and geoboards.

4.3 Associate the concept of linear measure to a number line and use the number line as a means for measuring.

4.4 Use the metric system of measures for estimating and computing measurement.

4.5 Use a protractor, compass and straight-edge (ruler) for making measurements and Euclidean construction.

4.6 Solve geometric problems with emphasis on the concepts of: congruence, similarity, symmetry; perpendicular, parallel, skew and intersecting lines; half-lines, half-planes; half-spaces; rays and plane angles; dihedral angles; open and closed curves; interior and exterior regions; perimeter, area and volume; polygons and and polyhedrons, circles and spheres; and notions of connectivity and betweenness.

Mathematics, Grades 4-8 Semester Hours 12[1]

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Mathematics, Grades 4-8	12
Elementary, Grades 1-6	53
General Studies	40
Professional Education	20

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[1] Semester hours may be reduced if the student receives advanced standing for required content.

Program Objectives, Grades 7-9

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Use and explain mathematical systems emphasizing the definition of mathematical systems.

1.1 Use and explain numeration systems, including non-decimal base systems.

1.2 Define and use the concepts of relation and function as mathematical unifying concepts.

1.3 Use and explain equivalence and order relations by distinguishing between properties of each.

1.4 Use the language of sets to simplify and explain mathematical ideas.

1.5 Associate and represent real numbers geometrically with points on a number line.

1.6 Explain the basic equivalence and number properties of the whole numbers, integers (including integers mod n), rational numbers, real numbers, complex numbers and explain the differences in each system.

1.7 Explain in terms of varying maturity levels why operations are defined as they are and algorithms are performed as they are by stating the properties for each step of the algorithm:

Perform operations with integers, mod n and explain properties for each step of the algorithm.

Perform operations with complex numbers.

1.8 Explain and distinguish between the concepts of relation and function:

Analyze and graph functions and relations related to polynomials.

Construct graphs on a coordinate system and interpret graphs of polynomials.

2.0 Use the concepts of logic to relate the definitions, axioms, and theorems of mathematical systems as taught in the secondary school.

2.1 Use the basic concepts of vectors and coordinates to illustrate basic theorems.

2.2 Use the basic concepts of number theory and algebra to establish algorithms and properties of the number systems.

2.3 Use inductive and deductive methods of reasoning:

Produce reasonable, consistent, and logical arguments (proof) for mathematical statements.

2.4 Identify and analyze the axiomatics in synthetic geometry and in various axiomatic systems for Euclidean geometry.

2.5 Analyze theorems in at least one other geometry such as projective or affine geometry.

2.6 Analyze the role of transformation in Euclidean geometry.

3.0 Use computational and problem solving techniques essential to the teaching of Mathematics.

3.1 Solve life situation problems by using mathematic models.

3.2 Use discrete methods of probability and statistics to solve problems of inference and hypothesis testing.

3.3 Use the basic methods of linear algebra to solve problems.

3.4 Use calculators to assist computation:

Use programmable calculator to solve problems at appropriate level and complexity.

3.5 Construct flow charts for mathematical operations and life situation activities.

3.6 Use at least one computer language to solve problems at appropriate level and complexity with the aid of a modern computer.

3.7 Use the language and procedure of a science and relate to the appropriate mathematics needed to solve problems in that science.

4.0 Use concepts of geometry and measurement to solve problems.

4.1 Associate the concept of linear measure to a number line and use the number line as a measuring device.

4.2 Use a protractor, compass and straight-edge for Euclidean constructions and appropriate measures.

4.3 Use the metric system of measures for estimating and computing measurements.

Mathematics, Grades 7-9 Semester Hours 18[1]

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Mathematics, Grades 7-9	18
A Specialization for Grades 7-12[2] or Grades K-12[2]	
General Studies	40
Professional Education	20

Footnotes

[1] Semester hours may be reduced if a student receives advanced standing for required content.

[2] A student who elects Journalism, Grades 7-12 or Safety, Grades 7-12 or School Social Services, Grades K-12, must complete an additional specialization for Grades 7-12 or Grades K-12 if he also wishes to complete the specialization for Mathematics, Grades 7-9.

Program Objectives, Grades 7-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Use and explain mathematical systems emphasizing the definition of mathematical system.

  1.1 Use and explain numeration systems.

  1.2 Differentiate between the rational and real number system.

  1.3 Use and explain the complex number system.

  1.4 Define and use equivalence and order relations.

  1.5 Use set theory as a unifying theme for mathematical concepts.

  1.6 Construct the real number system from the rational number system.

  1.7 Define and use the concepts of relation and function as mathematical unifying concepts.

2.0 Illustrate the principal structures of abstract systems.

  2.1 Illustrate the rings through number systems, polynomials and matrices.

  2.2 Illustrate fields through rational, real, and complex number systems.

  2.3 Illustrate groups through various transformations, permutations, and symmetrics.

  2.4 Illustrate the basic concepts of isomorphism, homomorphism, kernel, and quotient construction as well as applications and consequences of these ideas.

2.5 Use the methods of linear algebra to solve problems.

2.6 Identify n-dimensional Euclidean spaces and the geometry and algebra of vectors in these spaces.

2.7 Solve systems of linear equations by using matrices.

2.8 Represent a linear transformation by a matrix.

2.9 Interpret the solution of systems of equations in terms of linear transformations.

2.10 Use the methods of number theory and algebra to establish algorithms and properties of number systems.

2.11 Use the concepts of open set, limit point, closed set, and connected sets in the content of either the real line or the plane.

3.0 Use the concepts of logic to relate the definitions, axioms, and theorems of mathematical systems as taught in the secondary school.

3.1 Identify the role of transformation in Euclidean geometry.

3.2 Identify and use theorems in at least one other geometry such as projective or affine geometry.

3.3 Identify the axiomatics in synthetic geometry and in various axiomatic systems for Euclidean geometry.

3.4 Use both coordinates and vectors to illustrate theorms.

3.5 Use connectives and the algebra of statements, various forms of the statements of implications and equivalences, and know how to express the denial of a statement involving universal and existential quantifiers.

4.0 Use the discrete methods of probability and statistics to solve problems of inference and hypothesis testing.

4.1 Use the concepts of sample space, event, probability function, and the basic probability axioms.

4.2 Apply the basic concepts associated with random variables: distribution function, probability density function, expected value, mean variance, and standard deviation.

4.3 Use the concepts of statistical population, population parameter and statistical sample to model situations in the real world.

4.4 Illustrate the ideas of statistical estimation, test of statistical hypothesis, and confidence interval.

5.0 Discuss the effect computing has had on the natural sciences as well as the social sciences, and on society in general.

5.1 Convert a physical model or problem to an algorithm.

5.2 Convert an algorithm to a flow chart.

5.3 Convert a flow chart to a program in a computer language.

5.4 Use at least one computer language with the aid of a modern computer to solve problems of appropriate level and complexity.

5.5 Discuss the limits of complexity of a general purpose computer.

5.6 Understand the language and procedure of a science and relate to the appropriate mathematics needed to solve problems in that science.

6.0 Solve standard problems involving the differentiation and integration of elementary functions, and applications of these processes.

6.1 Analyze what it means for a function to be Riemann integrable, and relate the conditions for integrability.

6.2 Apply the basic limit processes as they occur in calculus, including infinite series, improper integrals, interchange of limits, and uniform convergence.

6.3 Explain the meaning of the implicit function theorem.

6.4 Extend the processes of differentiation and integration to functions of more than one variable.

6.5 Apply calculus of vector functions to motion problems.

Mathematics, Grades 7-12 Semester Hours 30[1]

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Mathematics, Grades 7-12	30
A Specialization for Grades 7-12 or Grades 7-9	
General Studies	40
Professional Education	20

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[1] Semester hours may be reduced if the student receives advanced standing for required content.

Professional Objectives

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Plan a Mathematics curriculum by formulating objectives, expected outcomes and effective organization of materials and learning activities which are appropriate to the grade level of his certification.

  1.1 Utilize curriculum guides from national, state, and local levels.

  1.2 Discuss trends, traditions and emerging programs by keeping abreast of educational research studies, read professional journals, and attending professional meetings.

  1.3 Analyze structure and processes of Mathematics and develop plans to accommodate individual learning styles of students.

  1.4 Select and organize mathematical material in such a way that students' experiences with mathematical concepts will be consistent with their intelligence, maturity and interests.

  1.5 Plan for the use of computers for individualized instruction and classroom demonstration.

2.0 Implement learning activities so that the classroom becomes a relevant learning environment that fosters questioning and exploration of mathematical topics.

  2.1 Use various modes of instruction best suited to individual needs, modifying the activities in order to develop student self-confidence, independence and integrity.

  2.2 Provide an evolutionary development of the concepts involved and the cultural significance of Mathematics.

  2.3 Identify the essential curriculum content and order of presentation.

  2.4 Provide various approaches to the topics in the students' texts.

3.0 Evaluate the successes and failures of pupils in accordance with acceptable criteria for diagnosis and achievement.

  3.1 Evaluate learning styles of students and foster talent for mathematical creativity, aptitude and interests.

  3.2 Prepare various types of evaluation instruments and analyze results.

  3.3 Use standardized (normed) instruments and analyze results.

  3.4 Evaluate the progress and record pertinent information for reporting individual student progress.

Music

Introduction

The music education has been developed from a synthesis of contemporary and traditional philosophies for music in elementary and secondary education. The objectives are designed to assist institutions of higher education in the development of a curriculum which will provide preparation and laboratory experiences to assist teachers in acquiring the necessary competencies. The competencies are interrelated to assure comprehensiveness since the demands upon the music teacher in communities requires great versatility in a wide range of music proficiency.

Program Objectives, Grades K-12

The program objectives described below offer the broad, comprehensive program needed by a music teacher, Grades K-12. The objectives are structured so that one may refer to a corresponding appropriate age-grade level at which the objective is needed. For example, those ending in 1 are appropriate in the early childhood classroom; those in 2 to grades 4-6; those in 3 to grades 7-9; those in 4 to grades 10-12.

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Demonstrate a knowledge of the basic music elements through the ability to assist students in the creative process of developing compositions, arranging and improvising a variety of musical styles.

1.1 Develop an awareness of melody, rhythm, timbre and elementary notation and provide musical experiences which introduce these elements through the exploration of various sound sources in a manner that encourages a creative process.

1.2 Interpret rhythm patterns, simple chord progressions, melodic notation and form in creating an original composition as well as experimenting in chording familiar songs and original medodies.

1.3 Develop an interest in improvisation and composition by starting from the number of different sound sources and compositional procedures such as inversion, diminution, augmentation, retrograde, modulation and imitation.

1.4 Discuss and demonstrate musical structure, both traditional avant-garde compositional techinques, and to assist students in exploring the use of these techniques in their individual musical creations.

2.0 View music in historical perspective by acquiring a knowledge of a variety of music past and present, the creators of this music, the cultural origins of the music; and to assist others in discovering meaningful relationships in the music being studied or performed.

2.1 Select folk songs and easy art songs in keeping with the social background of interests of students and be able to relate in a meaningful way these songs and instrumental recordings to other disciplines.

2.2 Use the elements that characterize music of a variety of composers, cultures and the contemporary setting of the students environment in order to extend the listening and creative program.

2.3 Expand music study to include contemporary musical media and know the resources, techniques and suitable literature for developing these in general music study.

2.4 Formulate sound criteria by which students can make interpretation of the inherent worth of all literature from the total music spectrum.

3.0 Demonstrate musical examples at the keyboard, perform written and improvised accompaniments on keyboard and fretted instruments, and demonstrate knowledge of fundamental instructional techniques and literature for these instruments.

3.1 Perform on an instrument and provide suitable accompaniment for singing and moving.

3.2 Perform on the piano to accompany songs found in the typical curriculum of the schools and possess a playing, performing, tuning and teaching knowledge of the various classroom instruments.

3.3 Perform piano accompaniments for this level and assist others in discovering differences in musical style by performing and improvising.

3.4 Meet the general keyboard demands of the secondary level.

4.0 Possesses a knowledge of basic individual and group vocal techniques and literature, and be able to demonstrate proficiency in presenting musical ideas with a singing voice.

4.1 Help a child find and develop his singing voice and range and have a knowledge of or reference to appropriate literature which can be used to assist in this development.

4.2 Understand voice range, diction, tone production, rhythmic concepts and literature encompassing two and three part singing as well as descants and rounds.

4.3 Understand vocal techniques with special emphasis on the changing voice and have an adequate knowledge of music literature available for these voices.

4.4 Utilize and demonstrate vocal techniques designed to develop accuracy and voice placement, range and quality in sound by exploring a variety of vocal literature suitable for this age and proficiency level.

5.0 Perform music from standard solo and ensemble literature on an instrument or with the voice and be able to instruct students through development of an adequate knowledge of techniques and literature used in individualized instruction.

5.1 Perform in a proficient manner on an instrument or with the voice to excite and acquaint young children with the possibilities of musical sound.

5.2 Demonstrate the techniques and literature of his performing medium which will be utilized to build and develop sound performance practices in beginning students.

5.3 Be knowledgeable of the techniques and literature of his performing media so that he can make more productive judgment regarding appropriate literature for this particular age level and be more effective in assisting students in the solution of technical and musical problems.

5.4 Perform music from standard, solo and ensemble literature and possess knowledge of techniques and literature necessary for assisting students in developing performance practices and expanding their knowledge of standard literature.

6.0 Possess a basic knowledge of the accoustical principles, mechanical processes and performing techniques of the four families of instruments and have the ability to impart this information to students.

6.1 Interpret to young children the excitement and the possibilities of instrumental sounds.

6.2 Teach the more common beginning band and orchestral instruments through a knowledge of techniques and literature in both individualized and small ensemble situations.

6.3 Demonstrate an understanding of the accoustical principles, mechanical properties and performing techniques of all band and orchestral instruments and be able to assist students in grades 7-9 to gain facility on these instruments.

6.4 Assist students in mastering skills and techniques by acquainting them with master technique books, standard solo literature and master performing artists in the various families of instruments.

Professional Objectives for the Preparation of Teachers of Music

The teacher education program shall provide training and experiences which will enable the teacher to:

1.0 Communicate musical ideas through visual and aural approaches in order to reach the desired musical objectives.

1.1 Understand child growth and refine his ability to communicate musical ideas through visual and oral approaches which will stimulate creative responses.

1.2 Guide students toward an awareness of the expressive qualities of various tonalities and to sense the expressive purpose of a musical experience by communicating musical thoughts, ideas and techniques which will direct students toward these musical goals.

1.3 Communicate musical concepts in vocal and instrumental performance through an increase in conducting skills and stylistic performance practices, score reading and interpretation.

1.4 Develop individual and group musical products through the ability to communicate vocal and instrumental techniques, sonorities, aesthetic aspects of a score which lead to a more complete musical experience for the performer.

2.0 Demonstrate a knowledge of the sources and the ability to use quality materials, methods and literature for the instructional levels and musical mediums expected in a comprehensive music program.

2.1 Structure and organize contemporary texts, specialized approaches and supplementary resources into an Early Childhood program of musical awareness and musical understanding which provides foundation for continuous musical growth for the student.

2.2 Continue general musical development through current approaches and enrich this program with materials and literature for introductory and beginning experiences in specialized instrumental and vocal classes.

2.3 Construct libraries of music literature and develop music resource and listening centers designed to meet student interests and to supplement the music program offerings.

2.4 Select and evaluate materials, equipment, literature and methods to effectively organize and administer a multi-dimensional approach to the music curricula.

3.0 Demonstrate the ability to organize and administer the music program Early Childhood through adult education by a study and practicum in the use of the program as outlined in the West Virginia Comprehensive Education Program.

Music - Grades K-12 Semester Hours 47

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Music, Grades K-12	47
General Studies	40
Professional Education	20

Oral Communications

Introduction

The study and demonstration of formal and informal discussion, oral interpretation of literature, broadcasting, films and dramatic arts are regarded today as necessary experiences which contribute to the intellectual and emotional growth of students.

The teacher education program must provide a prospective Oral Communications teacher with a broad background of knowledge about oral communication structures, practice in the development and use of instructional materials, and strategies for teaching Oral Communication. The teacher education program should provide for participation in all types of oral communication events.

Program Objectives - Grades 4-8 and Grades 7-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Identify and demonstrate the basic elements of the oral communication process of sender-receiver-message-channel and feedback, utilizing the concept that persons, not words, have priority in the communication process.

  1.1 Identify similarities and differences among oral, written, and other sensory channels of communication.

  1.2 Analyze the nature and influence of feedback as a variable in the communication process.

  1.3 Determine the value of listening as a necessary factor in oral communication and as a complex mental, emotional, and physical process.

  1.4 Respond to other people's points of view as revealed in various forms of communication through exemplifying and promoting the ethical responsibility to listen.

  1.5 Exemplify and promote effective vocalization and articulation free from distracting elements that distort the message.

1.6 Identify normal and deviant language, and speech and hearing development behaviors within a structure of the development of oral language in the child.

1.7 Accept the concept that language varies according to the student's environment.

1.8 Identify students who reveal deviation from normal language, speech and hearing behaviors and refer those students to appropriate agencies or school resource personnel.

1.9 Assist in implementing a program of treatment and rehabilitation of the language, speech and hearing handicapped child.

2.0 Identify and comprehend the interrelationship of self-conceptualization and the oral communication process.

2.1 Recognize the varied roles of the communicator.

2.2 Experience oral communication which requires an emotional and empathic involvement with others.

2.3 Recognize that bodily movement and action come from internal feelings which are associated with the basic message involved in the communication event.

2.4 Relate the fact that nonverbal feedback should be consistent with verbal feedback.

3.0 Identify and comprehend the relationship of oral communication theory to all interpersonal communication structures.

3.1 Develop a concept that the oral communication process (intra-interpersonal communication) functions within all areas of human experiences extending from conversational to dramatic expression.

3.2 Identify speech interaction outcomes as utilitarian, aesthetic, therapeutic or combinations of these three.

4.0 Identify and demonstrate the theory and practice of the interpersonal communications structures: informal/formal speaking, oral interpretation, dramatic arts, broadcasting/film.

4.1 Develop and employ one-to-one, one-to-few, and one-to-many oral communication experiences to increase the effectiveness of interpersonal communications.

4.2 Aid students to function effectively in conversation, interviewing, reporting, group discussion, parliamentary procedure techniques, public address and formal debates.

4.3 Identify and demonstrate the theory and practice of oral communication: sight reading, solo reading, choral reading, reader's theatre, and chamber theater.

4.4 Develop and employ oral reading skills in order to increase the effectiveness of interpersonal communication and to develop and employ oral reading skills in order to increase knowledge and appreciation of the written word.

5.0 Identify and demonstrate the theory and practice of dramatic arts skills in informal and formal drama.

5.1 Employ informal and formal drama in order to stimulate the job of creativity and to increase effectiveness of interpersonal communication.

6.0 Develop a program of interpersonal communication in radio, television, and film and interpret the affect it creates.

6.1 Develop analytical responses to these media.

6.2 Develop an appreciation of the aesthetic values of these media.

6.3 Improve interpersonal communications skills through participation in these media.

Oral Communications, Grades 4-8	Semester Hours 18
Oral Communications, Grades 7-12	Semester Hours 32

PROFESSIONAL TEACHING CERTIFICATION ISSUED PROVISIONALLY

Oral Communications, Grades 4-8	18
Elementary	53
General Studies	40
Professional Education	20

Oral Communications, Grades 7-12	32
A Specialization for Grades K-12 or Grades 7-12 or Grades 7-9	
General Studies	40
Professional Education	20

Professional Objectives - Grades 4-8 and 7-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Demonstrate competence in the classroom in aiding students in the mastery of Oral Communications.

  1.1 Utilize the concept that effective communication begins with the understanding of self-conceptualization in accepting the uniqueness of oneself and others.

  1.2 Understand the behaviorally-oriented objective for unit and lesson segments based on a student centered learning process which is related to the emotional domain of the student.

  1.3 Demonstrate an ability to plan, analyze and evaluate the teaching/learning process as applied to Oral Communications.

2.0 Accept responsibility as a leader in communication by using the criteria gained from critical evaluation by others, current literature of the field, involvement in workskops and other professional education offerings, and periodic public performance.

3.0 Demonstrate proficiency in guiding and directing all phases of interpersonal communication.

4.0 Prepare courses of study and activities which meet student needs and curriculum demands.

Physical Education

Introduction

The teacher education program in physical education is designed to stimulate the development of minimal competencies in the formulation, application, analyzing and synthesizing of concepts related to effective performance of sport and human movement activities.

The inextricable relationship between sport and human movement activities as content area focal points as well as educational tools dictates that the physical educator be capable of demonstrating a comprehensive grasp of the concepts related to this included in the objectives which follow.

Program Objectives, Grades 4-8, Grades 7-9, Grades 7-12, Grades K-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Contrast the individual and group interaction in sport.

  1.1 Examine sport as a unique form of play and game.

  1.2 Relate sport as a social institution to society.

2.0 Compare the historical relationship between sport and physical activities and the forces affecting societal interaction and development.

  2.1 Examine the influence of past and leaders upon the development of sport and movement activities.

  2.2 Analyze present issues in terms of historical antecedents.

3.0 Interpret human physiological functions under the stress of motor activities.

  3.1 Examine the physiological aspects of motor activities.

  3.2 Analyze physical performance in sport and movement activities based upon physiological stress principles.

4.0 Compare anatomical, mechanical, and musculoskeletal functions during performance of sport and movement activities.

    4.1 Examine mechanical principles related to human motion.

    4.2 Analyze movement indigenous to specific sport activities.

5.0 Describe psychological implications influencing performance in sport and human movement activities.

    5.1 Examine psychological factors influencing motor skill learning and motor performance.

    5.2 Explain psychological principles related to sport and movement activities.

6.0 Interpret a wide range of developmental movement experiences, low organizational games, individual and dual sports, team sports, aquatics, dance and gymnastics.

    6.1 Demonstrate fundamental skills and refined movement patterns related to sport and movement activities.

    6.2 Analyze rules, techniques, strategies, and appreciations related to sport and movement activities.

Physical Education, Grades 4-8	Semester Hours 24
Physical Education, Grades 7-9	Semester Hours 24
Physical Education, Grades 7-12	Semester Hours 28
Physical Education, Grades K-12	Semester Hours 30

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Physical Education, Grades 4-8	24
Elementary, Grades 1-6	53
General Studies	40
Professional Education	20

Physical Education, Grades 7-9	24
A Specialization for Grades 7-12[1] or Grades K-12[1]	
General Studies	40
Professional Education	20

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[1] A student who elects Journalism, Grades 7-12 or Safety, Grades 7-12 or Social Services and Attendance, Grades K-12 must complete an additional specialization for Grades 7-12 or Grades K-12 if he also wishes to complete the specialization for Physical Education, Grades 7-9.

Physical Education, Grades 7-12	28
A Specialization for Grades 7-12 or Grades 7-9 or Grades K-12	
General Studies	40
Professional Education	20

Physical Education, Grades K-12	30
A Specialization for Grades 7-12 or Grades K-12 or Grades 7-9	
General Studies	40
Professional Education	20

Professional Objectives

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Identify sequential and developmental growth phases which can be related to physical, psychological, and social behavior patterns.

   1.1 Classify developmental levels and needs.

   1.2 Analyze the uniqueness of each individual as well as likenesses among individuals.

   1.3 Prescribe sport and movement activities for individuals at varying stages in their growth and development.

2.0 Describe cognitive, affective, and psychomotor outcomes for students.

   2.1 Examine teaching models related to desired behavioral outcomes.

   2.2 Construct a learning environment and experiences conducive to desired behavioral outcomes.

   2.3 Conduct physical education classes utilizing cognitive, affective and psychomotor teaching models.

3.0 Describe the relationship between measurement and evaluation and educational objectives.

   3.1 Examine data gathering instruments, principles and techniques.

   3.2 Analyze the role of measurement and evaluation in the attainment of educational objectives.

   3.3 Propose measurement and evaluative instruments and data analysis techniques to evaluate individual and group performance in physical education programs.

4.0 Interpret organizational and administrative principles and processes related to the implementation of educational programs.

  4.1 Examine administrative behavior and concepts in historical perspective.

  4.2 Construct program guides, policies, standards, and procedures in such matters as personnel policies, budget, purchase, care and use of equipment, sports, design of facilities, curriculum, and public relations.

  4.3 Integrate administrative principles and processes specifically related to the implementation of physical education programs.

5.0 Identify the basic tenents of an educational philosophy for physical education.

  5.1 Analyze educational programs based upon philosophic ideals.

  5.2 Integrate the basic tenents of educational philosophy and scientifically formulated principles of physical education to contemporary issues and problems related to teaching sport and movement activities.

Safety Education

Introduction

Safety Education teachers need to develop knowledges and skills related to the use of innovative approaches in the provision of safety instructional activities, including driver education. They should be capable of implementing the safety and emergency care practices emphasized in the West Virginia School Safety Programs Guide for the particular school level at which they are involved, and assist in promoting the safety program components pertaining to activities under their jurisdiction. They should also understand the foundations and philosophic concepts that are emphasized by the contemporary safety movement and have knowledge of legal concerns relevant to accidents and safety in the school.

Program Objectives, Grades 7-12

The teacher education program shall provide training and experience which will enable the teacher to:

Driver and Highway Traffic Safety

1.0 Formulate a series of planned sequential learning experiences for use in beginner driving instruction.

  1.1 Demonstrate familiarity with the fundamentals of driving simulator machine and practice driving range operations.

  1.2 Identify techniques required to schedule various driver learning experiences encompassed in programs having two, three, or four distinct phases.

  1.3 Exhibit knowledge of acceptable classroom instructional approaches used in driver education measurement, evaluation, and grading.

  1.4 Compile resource lists of persons, agencies, and publications dealing with driver education that would be used by teachers and students.

  1.5 Exhibit familiarity with research and driver education and classify sources of research literature.

2.0 Recommend essentials for the instruction of beginning drivers and communicate to students the developed lessons for classroom and behind-the-wheel instruction in an effective manner.

3.0 Structure, complete, and retain accurate records in order to coordinate car utilization.

  3.1 Display interest in establishing and maintaining rapport with community automobile dealer and other resource agencies.

  3.2 Encourage efficiency and scheduling according to interests, needs, and school facilities.

General Safety Education

4.0 Demonstrate teaching and learning fundamentals related to safety instructional methods.

  4.1 Prepare a list of safety instructional materials and describe the intended use of each.

  4.2 List and describe minimum in-door instructional facilities and equipment necessary for use in safety education.

  4.3 Compile and up-date teaching suggestions intended to insure innovation in safety instruction.

  4.4 Identify and exhibit knowledge of creative aids and materials for safety instructional purposes.

  4.5 Maintain responsiveness to trends in design and utilization of communication media from other fields applicable to safety education.

5.0 Utilize out-door physical education and athletic facilities as aides in teaching safety techniques or principles associated with leisure time and recreational activities.

  5.1 Exhibit skill necessary for selection and utilization of safety instructional material.

  5.2 Implement individual and group counseling procedures for solving safety problems related to unsafe student performance.

6.0 Utilize local, state, and federal safety agency personnel and resources to help implement safety education courses and programs.

  6.1 Exhibit a knowledge of safety performance patterns needed by individuals and an ability to use this knowledge in the solution of safety related problems.

  6.2 Describe the symptoms of student behavior which may indicate that abilities to perform activities safely are below acceptable standards.

6.3 Identify existing and emerging problems related to safety and emergency preparedness in the schools, communities, and society at large.

6.4 Design any variety of teaching/learning activities suitable for emphasizing topics that are relative to contemporary problems of safe living.

7.0 Demonstrate ability to provide emergency care and assistance needed by students and school personnel who sustain injuries or other conditions requiring immediate personal aid and attention.

8.0 Display regard for personal and environmental safety as dynamic elements involving state of being rather than items of subject matter to be mastered.

9.0 Demonstrate recognition that homes, schools, and community must share mutual responsibilities for favorably affecting safe living practices.

10.0 Encourage students and others to consider career opportunities in accident prevention, emergency care, and other aspects of the safety field.

11.0 Master utilization of technological delivery systems adaptable to provisions for effective safety and emergency communications.

12.0 Utilize other academic disciplines in providing relevant subject matter for safety and accident control.

13.0 Exhibit knowledge of basic legal principles used in determining negligence and liabilities.

13.1 Identify standards established through safety legislation and the effects that compliance has upon business enterprises and individuals.

13.2 Synthesize from currently available material accident prevention innovations for use in the future.

13.3 Provide specific examples of safety legislation including standards and methods of assuring compliance.

14.0 Demonstrate leadership in informing others of essential components in a contemporary safety field and encourage awareness of factors contributing to accidents as a basis for expansion of safety programs.

Safety Education, Grades 7-12 — Semester Hours 15

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Safety Education, Grades 7-12	15
A Specialization for Grades 7-12 or Grades K-12	
Professional Education	20
General Studies	40

School Library-Media

Introduction

The resources and services of a school library-media center are a fundamental part of the school program. A unified School Library-Media program should provide optimum service for the entire school. The move away from textbook dominated teaching and from teacher dominated instruction, has made the library-media center the place that supports, complements, and expands the work of the classroom teacher. Library-Media is defined as printed and audio-visual forms of communication and their accompanying technology.

Program Objectives - Grades K-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Relate the School Library-Media program to the educational goals and philosophies of the school, the school district, and the state and national standards.

  1.1 Develop and maintain appropriate lines of communication with county administrators, building principals, teachers, students amd members of the community.

  1.2 Develop and maintain a cooperative program between school library-media and public, and other library programs and personnel.

  1.3 Identify correct methods of preparation and interpretation of statistical information and progress reports for county, state departments of education, and national accrediting agencies.

  1.4 Plan and implement inservice education for staff in the utilization of media.

  1.5 Develop effective utilization of the school library-media center for individuals, groups and classes.

  1.6 Recognize and support the educational philosophy of the school system and the educational goals of the school and community.

2.0 Demonstrate the use of media for teachers and students, working directly with them in the selection, evaluation and utilization of materials in their teaching, research and other learning activities.

  2.1 Conceptualize all aspects of the school's curriculum and the instructional methods employed so that appropriate media and equipment may be selected, designed, produced, and integrated cooperatively into the teaching/learning process.

  2.2 Create a rapport with students and faculty which maintains a professional and congenial atmosphere.

  2.3 Develop expertise in evaluation and selection criteria of media in the area of literature for children and young people, and become conversant with a wide range of these materials.

  2.4 Identify basic reference materials and the skills to use them as needed in the instructional program.

  2.5 Demonstrate a knowledge of current educational trends, methods, materials and research.

  2.6 Have introductory knowledge of programmed materials, computer assisted instruction, television principles and applications.

  2.7 Evaluate, select and provide materials for the professional growth of the faculty.

  2.8 Participate in curriculum study and revision.

3.0 Demonstrate the essential professional skills in organizing and administering an effective School Library-Media program.

  3.1 Evaluate periodically the media holdings and eliminate obsolete and worn materials from the collection.

  3.2 Plan library-media facilities, select and arrange media, furniture and equipment.

  3.3 Construct and supervise clerical staff and routines necessary for the operation of the library-media center.

  3.4 Have a knowledge of information storage and retrieval systems and technological processes.

  3.5 Design, develop and implement a Library-Media program.

  3.6 Formulate the expenditure of funds allotted to the Library-Media program and keep records of these disbursements.

3.7 Design and implement a good public relations program.

School Library-Media Semester Hours 24[1]

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

School Library Media, Grades K-12	24
A Specialization for Grades K-12 or Grades 7-12 or Grades 7-9 or Elementary, Grades 1-6	
General Studies	40
Professional Education	20

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[1] In program development, the institution may substitute Library Practice for one-half of the requirement in the culminating clinical experience. Students who elect this option will be required to complete the remainder of the culminating clinical experience in the other teacher specialization.

Science

Introduction

The Science program gives the student an understanding of basic concepts and processes of science. This understanding necessitates the use of methods of critical thinking through which he learns that concepts and processes are intricately interwoven. Formal education in Science provides the student with the knowledge that scientific concepts are extracted from nature by the application of man's intelligence.

The teacher education program in Science should include content and laboratory experiences which will enable the prospective teacher to function successfully in his specialization as a Science teacher.

GENERAL SCIENCE

Program Objectives, Grades 4-8

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Characterize living and nonliving matter in terms of physical and chemical properties.

 1.1 Demonstrate the use of the particle nature of matter and kinetic theory to explain the observations described. Such demonstrations shall include:

  Physical properties; such as density, viscosity, pressure, solubility, elasticity, and surface tension.

  Physical changes in natural systems.

  Chemical properties of elements and compounds.

  Atomic theory and molecular theory.

2.0 Observe and describe the structure, function and organization of living organisms.

3.0 Construct hypotheses concerning the interaction and/or interdependence of living and nonliving matter.

3.1 Exemplify the interaction of living and nonliving matter using such concept as force, electrical charge, magnetic field, biological tropisms and food webs.

4.0 Show how the development of scientific knowledge has influenced thinking and attitudes of man throughout history. The principles and concepts should include:

historical geology
observational astronomy
the human body and system functions
growth and reproduction
adaptation, genetic variation and evolution
conversion and conservation of energy within systems
change, interaction, and balance of environmental systems

5.0 Cite changes in society and culture that have resulted from the products of scientific work and identify social conditions which have influenced scientific activities.

6.0 Use the following devices to illustrate scientific principles and techniques:

hand lens
microscopes
meter sticks
calipers
balances
thermometer
prisms
microprojector
dissecting microscope
weather maps
counting devices
compass
electroscope
simple machines
radiometer
telescopes
maps

7.0 Construct the following and describe how each can be used in Science teaching:

aquarium
simple calorimeter
simple electrical circuits
simple telescope
celestial sphere
graphs and charts
terrarium
star chart
simple weather instruments

8.0 Employ the following:

separation techniques
flame tests
glass working techniques
safety techniques
basic first aid
calibration of simple measuring instruments
field trips
metric system

General Science, Grades 4-8 Semester Hours 24

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

General Science, Grades 4-8	24
Elementary Specialization, Grades 1-6	53
General Studies	40
Professional Education	20

Program Objectives, Grades 7-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Characterize living and nonliving matter in terms of the physical and chemical properties.

1.1 Demonstrate a working knowledge of the particle nature of matter and kinetic theory:

Physical properties such as density, viscosity, pressure diffusion, solubility, elasticity, surface, tension, frequency, specific heat, focal length, conduction, heats of fusion and vaporization.

Physical changes in natural systems.

Atomic theory and molecular theory.

Chemical properties of elements and compounds.

2.0 Observe and describe the structure, functions and classification of living organisms.

3.0 Describe conversion and conservation of energy in systems such as:

light - chemical bond energy
light - electrical energy
chemical energy - thermal energy, nuclear bond energy - mechanical energy
thermal and radiant energy
electron transfer and sharing associated with the formation and breaking of chemical bonds.

4.0 Describe interactions of living and nonliving matter using concepts such as:

physical forces
biological tropisms
chemical buffer systems
biogeo chemical cycles
osmoregulating factors
photoperiodic cycles

5.0 Use field experiences to illustrate ecological concepts such as:

- biological niche
- interspecific completion
- biological succession
- population dynamics
- energy flow
- eco system stabilization

6.0 Describe growth, development, and reproduction of living organisms.

7.0 Describe adaptation, genetic variation, and evolution using concepts such as:

- mitosis
- meiosis
- Mendelian genetics
- molecular genetics
- Darwinian genetics
- Darwinism
- Neo-Darwinism
- non-random reproduction
- population genetics
- adaptation and speciation

8.0 Describe biological processes and the associated structures in plant and animal life with emphasis on their relation to human growth and development.

- photosynthesis
- respiration
- digestion
- fermentation
- molecular replication
- protein synthesis and structure
- reproduction
- nutrition
- organism response

9.0 Describe interactions of matter and energy, as in:

- fluid motion
- gravity
- buoyancy
- electromagnetic interaction
- magnetic fields
- heat exchange
- reflection
- refraction
- interference of radiant energy
- single replacement reactions

10.0 Applied Science in daily life as it is exhibited by devices such as:

- telephone
- telegraph
- phonograph
- motors
- engines (internal external combustion)
- levers
- telescopes
- storage batteries
- light bulbs
- computers
- radio and television

11.0 Describe the geology of the earth.

11.1 Describe historical geology using concepts such as:

- sedimentation
- metamorphosing
- strata (uniformity, superposition, and unconformity
- folding and faulting
- diastrophisms
- degradation
- fossilization

11.2 Identify common rocks and minerals using simple laboratory procedures and be cognizant of modern procedures utilizing sophisticated equipment.

11.3 Describe environmental conditions, temperature and pressure, and the chemical composition of a given rock type to determine the stable form in which the rock can exist in a given region of the crust.

11.4 Suggest evidence about the internal structure and composition of the earch.

11.5 Given a certain set of processes, construct a model from which inferences and predictions relative to the earth can be drawn.

11.6 Complete field experience in collecting, examining and identifying specimens.

12.0 Develop a coordinate system in astronomy.

12.1 Describe various motions of heavenly bodies as they are observed with the unaided eye.

sunrise and sunset points
moonrise and moonset points
seasonal changes in constellations

13.0 Show how the telescope and related instruments have advanced man's knowledge of space and its bodies.

13.1 Describe the composition of planets, stars, nebulae and galaxies.

13.2 Describe how magnitude, color, temperature, composition and paralactic distances are collectible data to increase our understanding of the universe.

13.3 Describe conservation and conversion of matter and energy; how steller and solar evolution theories are based on the conversion of nebulae by gravitational attraction into stars.

13.4 Describe gravitational pressures which generate heat and result in the nuclear reactions that produce heat and light.

14.0 Identify and describe the factors that determine climate types and weather conditions.

14.1 Describe the combinations of factors that determine the climate of the world.

14.2 Describe the changes in conditions which produce changes in weather.

15.0 Describe the development of scientific ideas and expressions of social implications of Science.

15.1 Describe the relationship of the progress of Science to the development of modern thought.

15.2 Present evidence of change in society and work and of the influence of social conditions on scientific activities.

16.0 Use the following devices:

- hand lens
- microscopes
- meter sticks
- calipers
- micro projector
- weather maps
- counter devices
- compass
- electroscope
- simple machines
- radiometer
- telescopes
- celestial sphere
- astrolabe
- spectroscope
- emission tube or gas discharge tube
- balances
- thermometer
- prisms
- weather instruments
- dissection microscope
- cross staff
- protractor
- maps (topographic, geologic and aerial)
- optical photometer
- sundial (gnomen)
- Geiger Counter
- barometer and latimeter
- camera
- ripple tank
- Foucault pendulum
- periodic chart
- ultraviolet light source

17.0 Construct the following:

- aquarium
- simple calorimeter
- simple electrical circuits
- simple telescope
- celestial sphere
- graphs and charts
- terrarium
- stream table
- star chart
- plan table
- simple weather instrument

18.0 Employ the following:

- separation techniques
- flame tests
- glass working techniques
- safety techniques
- basic first aid
- calibration of simple measuring instruments
- metric system

General Science, Grades 7-12 Semester Hours 24

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

General Science, Grades 7-12	24
A Specialization for Grades 7-12 or Grades 7-9 or Grades K-12	
General Studies	40
Professional Education	20

BIOLOGICAL SCIENCE

Program Objectives - Grades 7-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Observe and describe the structure of living and nonliving matter using their physical and chemical properties such as:

- atomic and molecular theory
- physical changes in natural systems

2.0 Describe conversion and conservation of energy in living systems such as:

- light energy to chemical energy
- chemical energy to thermal energy
- electron transfer and sharing associated with forming and breaking of chemical bonds

3.0 Describe the interactions of the biotic and abiotic fractions of the environment.

- physical forces
- biological tropisms
- chemical buffer systems
- taxis
- biogeochemical cycles
- migration
- biological clocks
- circadian rhythm
- animal behavior
- osmoregulating factors

4.0 Use field experiences to illustrate ecological concepts such as:

- biological niche
- inter and intra specific competition
- biological succession
- population dynamics
- energy flow
- ecosystem stabelization

5.0 Describe the growth, development, and reproduction of living organisms.

6.0 Describe genetic variation and evolution, using concepts such as:

- mitosis, meiosis
- Mendelian genetics
- molecular genetics
- Darwinism
- Neo-Darwinism
- non-random reproduction
- population genetics
- adaptation and speciation

7.0 Compare the bases and schemes of the various systems of classificatio of living organisms:

- historical aspects
- characteristics used in classification
- phylogenetic vs artificial classification
- scientific nomenclature

8.0 Describe biological processes and the associated structure in plant and animal life with emphasis on their relation to human growth and development.

- photosynthetics
- respiration
- digestion
- fermentation
- molecular replication
- heredity
- removal of metabolic wastes
- response to extracellular stimuli
- protein synthesis

9.0 Show how the development of scientific knowledge has influenced the thinking and attitudes of man throughout history. Interpret biological concepts by:

- describing why man is dependent on his environment
- identifying ways in which science and technology have affected society and ways in which society had affected science and technology
- the development of awareness of the relationships of science to the development of modern thought
- the recognition of the potentials and limitations of science and technology in terms of what they can and cannot do
- rational basis for making judgments

10.0 Use the following devices to illustrate scientific principles and techniques:

- hand lens
- microscopes
- meter sticks
- compass
- binoculars
- camera

calipers
dissection microscope
thermometers
prisms
weather instruments
microprojectors
weather maps
counting cells
hand microtome
ocular micrometer
models of tissues, organs and organisms

balances
pH meter
respirometer
chromatographic apparatus
spectroscope and spectrophotometer
kymograph
Geiger counter
biological keys
stethoscope

11.0 Construct the following and describe how each can be used in Science teaching:

aquarium
simple calorimeter
simple electrical circuits
graphs and charts

terrarium
incubator
biological keys
simple microtome

12.0 Employ the following techniques:

separation
flame tests
glass working
safety procedures
basic first aid
calibration of simple measuring instruments
genetic analysis
preparation of specimens

titration
collecting
culturing micro organisms
preserving
microtechniques
blood typing
dissection
making solutions of specific concentrations
sterilization of laboratory equipment and media

Biological Science, Grades 7-12 Semester Hours 24

THE PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Biological Science, Grades 7-12	24
A Specialization for Grades 7-12 or Grades K-12 or Grades 7-9	
General Studies	40
Professional Education	20

CHEMISTRY

Program Objectives, Grades 7-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Exhibit a basic understanding of the structure of matter, including:

the particulate nature of matter involving fundamental understanding of atomic, molecular and nuclear structure
the wave nature of matter
historical development of atomic and nuclear models
historical development of molecular models
planar and three-dimensional representations of organic and inorganic compounds

2.0 Describe the classification and properties of matter including:

states of matter
homogeneous and heterogeneous substances
elements, compounds, mixtures, and solutions
the periodic relationship of the elements
density, electrical, forces, frequency, mass, magnetic, pressure, radioactivity, specific gravity, specific heat, thermal, volume,and wave length

3.0 Describe forms of energy, including chemical, electrical, electromagnetic, kinetic, magnetic, mechanical, nuclear, potential, and thermal.

4.0 Describe the interactions involving matter and energy, including:

several types of chemical reactions: acid-base, composition, decomposition, equilibrium, formation of complexes, ionic, polymerization, redox, single and double displacement
the mole concept
stoichiometric relationships
thermodynamic relationships
chemical kinetics and equilibrium

5.0 Show how the development of knowledge in Chemistry has affected the technological society.

5.1 Present evidence of changes in society that have resulted from the applications of scientific research and society's influence upon scientific activities.

5.2 Provide experiences for developing a rational basis for making value judgments.

5.3 Recognize the potential and limitations of science and technology.

6.0 Demonstrate competence in mathematical topics utilized in teaching Chemistry in secondary schools, including:

- basic algebra and geometry
- error analysis
- logarithms
- probability
- significant figures
- computer language (examples - BASIC or Fortran)
- metric system
- scientific notation
- unit analysis

7.0 Use the following devices to illustrate scientific principles and techniques:

- analytical balance
- barometer
- calculator
- caliper
- distillation apparatus
- hand lens
- hydrometer
- manometer
- meter stick
- microscope
- pH meter
- polarimeter
- radiation detection equipment
- slide rule
- spectrophotometer
- spectroscope
- thermometer
- triple beam balance
- volumetric ware

8.0 Construct the following and describe how each can be used in science teaching:

- graphs and charts
- simple calorimeter
- simple electrical circuits
- simple demonstration apparatus

9.0 Employ the following:

- analytical techniques
- basic first aid
- flame tests
- glass working techniques
- safety techniques
- synthesis techniques

Chemistry Semester Hours 24

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Chemistry, Grades 7-12	24
A Specialization for Grades 7-12 or Grades K-12 or Grades 7-9	
General Studies	40
Professional Education	20

PHYSICS

Program Objectives, Grades 7-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Describe structure and classification of matter including:

The particulate nature of matter involving fundamental understanding of atomic, crystal, molecular, and nuclear structure.

The wave nature of matter.

Historical development of atomic models.

Historical development of molecular models.

The static and dynamic properties of matter involving electrical, mechanical, nuclear, and thermal.

2.0 Describe special properties of matter including:

Structural characteristics of atoms, isotopes, plasma state, and semi-conductors.

Quantitative measurements of density, pressures, specific gravity, specific heat, heats of fusion and vaporization, frequency, wave length, amplitude, focal length, magnification, radiation measurements, electrical measurements, and magnetic measurements.

Gravitational attractions, involving acceleration, density, forces, mass, pressure, and weight.

3.0 Describe forms of energy such as kinetic, potential, mechanical, thermal, electrical, nuclear, chemical, gravitational, sound magnetic, and photon (wave form).

4.0 Identify common transformations of the various forms of energy and the mechanism by which it occurs including:

kinetic - potential
thermal - mechanical

electrical - thermal
thermal - light
chemical - potential
chemical - electrical
thermal - nuclear
electrical - magnetic
mechanical - sound
potential - gravitational
electrical - mechanical

5.0 Describe interactions of various forms of energy with matter, including:

5.1 Mechanical

interactions associated with gravitational force fields

molecular interactions associated with forces of cohesion and adhesion

interactions resulting in distortion bodies

interactions which affect the physical equilibrium of bodies

interactions associated with the particle kinetics of fluids and gases

5.2 Electrical

interactions which affect the electrical neutrality of matter

interactions associated with electrical force fields

electromagnetic interactions

interactions associated with the flow of electrons

5.3 Magnetic

the production of magnetic fields

interactions associated with magnetic force fields

5.4 Thermal

change of phase associated with the loss or gain of heat energy heat exchange mechanisms - first law of thermo dynamics

entropy - second law of thermo dynamics

5.5 Radiant

interactions associated with absorption, reflection, refraction, and interference of radiant energy

interactions associated with the propagation of electromagnetic energy

5.6 Nuclear

interactions involving nuclear fission and fusion

interactions associated with transmutation and radioactivity

5.7 Chemical

interactions between electrons and matter within a chemical cell

interactions within biotic systems

5.8 Gravitational

interactions between bodies

interactions associated with potential and kinetic energies

5.9 Sound

interacting with matter

resulting from vibrating matter

6.0 Show how the development of knowledge in physics has affected the technological society.

6.1 Present evidence of changes in society that have resulted from the application of scientific research and society's influence upon scientific activities.

6.2 Cite advances in physics that have changed man's view of himself and his universe.

6.3 Cite evidence of the physicist's growing concern of society's application of scientific research.

7.0 Demonstrate competence in mathematical topics utilized in teaching secondary physics, involving:

basic algebra, geometry, and trigonometry

computer language (Example - BASIC or Fortran)

metric system

probability and statistics

scientific notation

significant figures

unit analysis

8.0 Use the following devices to illustrate scientific principles and techniques.

basic balances
stroboscope (hand and electronic)
measuring devices (calipers, counting, timers, etc.)
barometers
pendulums (ballistic and simple)
pulleys
centripetal force apparatus
thermometers
manometers
vacuum pump
Boyle's Law apparatus
molecular layer kit
calorimetry devices
ripple tank and accessories
oscilloscope
sonometer
audio-amplifier and generator
microphones and speakers
decibel meters
basic electrical meters
compasses
electronic components (cathode ray tubes, capacitors, transistors, photo-electric cells, etc.)
power supplies AC-DC
Wheatstone bridge
electroscopes
Tesla coils
Van de Graaf generators
lenses, assorted
light sources

optical beaches
prisms
spectrum charts
polarizing kits
mirrors, assorted
spectrometer and accessories
Geiger counter and ratemeter
cloud chamber
cathode ray demonstration apparatus
radioactive sources
related small apparatus and supplies
camera

9.0 Construct the following and decide how each can be used in science teaching:

electric circuits
calorimeters
graphs and charts

10.0 Employ the following:

basic first aid techniques
safe laboratory techniques

Physics, Grades 7-12 Semester Hours 24

PROFESSIONAL CERTIFICATE ISSUED PROVISIONALLY

Physics, Grades 7-12	24
A Specialization for Grades 7-12 or Grades K-12 or Grades 7-9	
General Studies	40
Professional Education	20

Professional Objectives, Grades 4-8, Grades 7-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Conduct classroom activities involving observational skills: use classroom activities involving the five senses and the extension of the senses through instrumentation.

1.1 Design activities requiring the characterization of phenomena.

1.2 List the variables related to a given phenomena.

1.3 Demonstrate whole-part relationships and part-system relationships.

1.4 Distinguish between observations and inferences.

2.0 Conduct classroom activity involving measurements including quality, quantity, length, mass, time and temperature. Such measurements shall be conducted utilizing:

spatial relationship and blocks of time

relative measurements systems

number skills

estimate

arbitrary systems

graphing skills

3.0 Conduct classroom activities involving classification of living and non-living matter.

3.1 Utilize single stage (characteristics) and multi-stage (characteristics) schemes.

3.2 Develop schemes according to imposed or devised criteria.

4.0 Conduct activities involving goal or problem identification.

5.0 Conduct activities involving hypotheses formation utilizing preconcepts or assumptions and the extrapolation and interpolation of data.

6.0 Conduct activities involving hypotheses testing.

6.1 Distinguish between relevant and irrelevant variables.

6.2 Identify controlled dependent and independent variables.

6.3 Design experiments to test hypotheses.

6.4 Evaluate the experimental results with respect to possible uncontrolled variables.

7.0 Conduct activities conceptualizing systems within the universe.

7.1 Develop operational definitions of observed phenomena in nature.

7.2 Develop conceptual definitions of observed and inferred phenomena.

7.3 Develop models for operational and conceptual definitions.

8.0 Conduct activities involving the communication of scientific information.

8.1 Modify science activities to the appropriate age level.

8.2 Communicate science concepts in demonstration, written, and oral form.

9.0 Describe the objectives of science instruction in precise terms.

9.1 Identify objectives appropriate to developing process skills and concepts in science.

9.2 Identify examples of objectives which relate to systematic thinking.

9.3 Identify examples of objectives which relate to creative thinking.

9.4 Select objectives for the class based upon the unique needs and characteristics of both the group and individual students in the group.

9.5 Identify and construct instructional modules or units which contribute to specific goals of science teaching.

10.0 Demonstrate the organization and maintenance of a classroom environment which fosters inquiry.

10.1 Schedule class time to allow for both group and individual activities designed to accomplish specific objectives.

10.2 Demonstrate the instruction of a science activity in such a way that students are motivated to conduct investigations.

10.3 Create an atmosphere in which students participate freely in planning, carrying out and interpreting results of investigation.

10.4 Use questions to assist students in conducting an investigation without telling them what to do or giving away the expected results.

10.5 Arrange instructional resources in the classroom to maximize student interaction with the materials.

10.6 Encourage student involvement in science activities outside class.

10.7 Locate and use instructional resources available in the school and community; such as films, field trips, museums, speakers.

11.0 Select and use a variety of learning strategies appropriate to various learning requirements.

11.1 Select material, media and activities in terms of the needs and characteristics of his group and the individual children in the group.

11.2 Motivate each group with questions, challenges, and directions when needed as he moves from group to group.

11.3 Exemplify a team activity as a positive example or for positive reinforcement.

11.4 Lead students to draw conclusions and make generalizations based on experiences of other individuals and teams.

11.5 Identify instructional materials and learning activities for different learners' interests and capacities.

11.6 Encourage and enable the students to plan, carry out, and interpret the results of class and individual investigations.

11.7 Modify planned strategies as a result of unexpected pupil performances.

11.8 State the basis for selection of learning strategies.

11.9 Demonstrate the ability to use both the hardware and software of instructional technology.

12.0 Construct a sequence of learning activities on the basis of long range objectives and knowledge of prior pupil performance.

12.1 Select or construct alternative learning activities when pupils demonstrate that they have achieved the objective of the science activity prior to its being carried out.

12.2 Select or construct alternative activities when the prior activities have been completed too rapidly or unsuccessfully.

12.3 Construct appropriate and significant science activities for pupils whose lack of achievement indicate that they are not ready to continue with the rest of the class.

12.4 Identify a learning sequence appropriate to the development of skills and attitudes whicy may emerge over a long range of time (interval - at least two months).

12.5 Identify the experiences, information, and conceptual knowledge prerequisite to specific scientific principles, laws, and theories.

12.6 Relate curriculum and methodology to the development of logical processes for children.

13.0 Demonstrate the use of various individual and group assessment devices to determine whether specific objectives have been met and other desirable outcomes have been achieved.

13.1 Select, construct, and administer science assessment items which require pupils to use concepts in new contexts and inquiry skills in new problem situations.

13.2 Distinguish between acceptable and unacceptable responses to assessment items in science.

13.3 Use various assessment devices to determine the degree to which pupils possess necessary prerequisites for a learning task in science.

13.4 Use the results of evaluation in planning subsequent science learning activities.

13.5 Describe the results of evaluation to pupils and parents so that it is clear whether the pupil is or is not making progress in science.

14.0 Develop skills common to all areas of science instruction by demonstrating the ability to read, interpret and use basic information commonly acquired in the fields of science.

14.1 Practice and teach laboratory safety and basic first aid.

14.2 Demonstrate a knowledge of the sources of laboratory equipment, supplies and instructional resource materials.

14.3 Prepare adequate requisitions for laboratory and resource materials.

14.4 Maintain laboratory inventory, handle chemicals, materials and scientific apparatus and dispose of hazardous materials.

14.5 Demonstrate a knowledge of community resources that enrich instruction.

14.6 Demonstrate an awareness of ecological problems and approaches to their solution.

15.0 Prepare for continuous professional growth by demonstrating a knowledge of professional organizations related to science teaching.

- 15.1 Identify the sources of helpful professional literature.
- 15.2 Identify the assistance provided by the State Department of Education, local, county, or regional educational offices.

Social Services and Attendance

Introduction

Social Services and Attendance should be considered an integral part of the total education process. Professional personnel in these categories fulfill roles in matters concerning attendance, social services, and related functions, and are responsible for the effective administration of such programs.

Program Objectives - Grades K-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Establish a close liaison between the school, home and community agencies in resolving problems of school adjustment and attendance.

- 1.1 Identify and utilize area resources for referrals, by function and personnel, and organize additional resources within a locality useful to school social work and attendance problems.
- 1.2 Establish open-line communications programs through direct or indirect contact with the home or community to enhance parental and total community involvement with the schools.
- 1.3 Confer with individual parents on school programs and problems a child may encounter or has encountered.

2.0 Provide for the direct or indirect individual, family, and/or group counseling for prevention and correction of school, home, social, and personal adjustment problems as well as physical problems directly related to learning disabilities and irregular school attendance.

- 2.1 Counsel with parents of "drop-out prone" students.
- 2.2 Keep case histories on individuals for future reference and evaluation and compile and analyze data in concise and meaningful manner.
- 2.3 Utilize techniques of interviewing, acceptable procedures in social casework, and referral and counseling services, and make decisions based upon data collected.

2.4 Observe confidentiality at all times.

3.0 Identify trends in behavior, concerns and climate within a school population and utilize these trends in cooperating with school personnel in developing a success-oriented curriculum.

3.1 Be aware of others' problems and view them objectively without interjecting personal ideals or opinions.

3.2 Possess knowledge of various socio-economic, cultural, religious and ethnic background of students and their families.

3.3 Assist with in-service training of classroom teachers, principals, aides, county staff members and parents directed toward preventive or remediation for pupils with recognized or incipient social, medical, or psychological problems.

3.4 Relate to and interpret the life style of persons of all age groups from every socio-economic, racial, ethnic and religious backgrounds.

4.0 Possess a knowledge of the duties and responsibilities of a school social worker and director or assistant director of attendance.

4.1 Interpret the legal aspects of school policies, attendance and social welfare as structured within local and state systems.

4.2 Interpret state school laws related to attendance, immunizations, special education, and early childhood education.

4.3 Assume responsibility for coordinating services of various social and governmental agencies for educationally disadvantaged children.

4.4 Identify the organization, program and policies of a typical school system.

Social Services and Attendance, Grades K-12 Semester Hours 24

PROFESSIONAL SERVICE CERTIFICATE ISSUED PROVISIONALLY

Social Services and Attendance, Grades K-12	24
A Specialization for Grades K-12 or Grades 7-12 or Elementary, Grades 1-6	
General Studies	40
Professional Education	20

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[1] Each student seeking the specialization for Social Services and Attendance must complete a minimum of 150 clock hours of clinical experience in a public

school system with the unit offering social services or with a public agency offering social services. Each student shall be required at least one-half of the clinical experience in a public school system with the unit offering social services; however, no more than one-half of the 150 clock hour requirement may be met during the culminating clinical experience.

ALTERNATE CERTIFICATION PROCEDURE
FOR
SOCIAL SERVICES AND ATTENDANCE

A graduate of an accredited four year institution may receive a Professional Service Certificate issued provisionally and valid for three years provided he completes after graduation a minimum of twelve (12) semester hours including the clinical experience at an institution with an approved program in Social Services and Attendance. The applicant for the certificate shall complete the institution's approved curriculum in the specialization of Social Services and Attendance and shall meet all scholarship requirements and be recommended by the institution.

Professional Service Certificates which are issued under the Alternate Certification Procedure and endorsed for Social Services and Attendance only shall be restricted in that the restricted certificate may not serve as the basis for the issuance of a Professional Administrative Certificate.

Social Studies

Introduction

Instruction in the Social Studies should make possible the attainment of a broad understanding of human society with its various and complex interrelationships, a concept of society as an integrated and continuous unit. This broad perspective is attained through a working knowledge of the points of view, techniques, and content of the several social sciences. The study of anthropology, economics, geography, history, political science, sociology, and the integrated social science courses which interrelate the various academic disciplines, give insight and perspective to modern society.

Program Objectives - Grades 4-8

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Exhibit an understanding of the origin and development of human culture and society.

- 1.1 Comprehend the importance of change and continuity as integral parts of man's past, present, and future.
- 1.2 Cite examples of how continuity and change coexist.
- 1.3 Analyze and appraise the consequences of change from an economic, geographical, historical, political, and social perspective.
- 1.4 Exhibit a knowledge of the concept of interdependence as a unifying element for global cooperation and understanding.
- 1.5 Describe factors which lead to interdependence among individuals, communities, regions, and nations.
- 1.6 Describe factors which inhibit interdependency among individuals, communities, regions and nations.
- 1.7 Recognize the importance of diffusion in the origin and development of human expression.
- 1.8 Assess the impact of diffusion as it relates to various cultures and provide examples of how natural factors (resources, physiography, climate) have influenced the process of diffusion.

2.0 Identify the effects that spatial relationships, physical environments, and regionalization have on the development of the human experience.

  2.1 Trace the changes affecting the nature of a locale through time.

  2.2 Analyze the effects of site and situation on developing cultures and life patterns.

  2.3 Hypothesize as to why different human activities occur in regions of similar natural factors.

  2.4 Hypothesize as to why similar human activities occur in regions of different environmental conditions.

  2.5 Assess the impact of the uneven distribution of human numbers and the resultant pressure of those numbers on the physical resources of selected areas of the world.

  2.6 Appraise adverse conditions associated with the use of human space: crime, slums, pollution, value systems degeneration and deterioration, and deterioration of other physical, mental, and moral qualities.

  2.7 Demonstrate a knowledge of the earth's physical environment and its influences on the development of culture.

  2.8 Analyze the factors of the natural enviroment and man's ability to alter them in a positive or negative way.

  2.9 Select a portion of the world and analyze its physical and cultural component parts.

  2.10 Analyze current environmental problems and examine the roles of individuals, societal agents, and technology in developing and effecting solutions.

  2.11 Analyze the use of formal and functional regions in the organization of space.

  2.12 Evaluate the region as a planning device for making rational use of the earth's resources by evolving strategies and establishing priorities.

3.0 Articulate the fact that every society has some authority structure which can be recognized as a government, which has been created by the interdependence of individuals and groups within the society.

  3.1 Illustrate that decisions, policies, and laws made by a given society reflect and are based on the values, beliefs, and traditions of the society.

3.2 Cite examples of the interrelatedness of the political aspects of a culture with the economic, social, geographic, and environmental factors and problems within a culture.

3.3 Comprehend political behavior as demonstrated in various societies.

3.4 Identify sources of political power and authority.

3.5 Demonstrate a knowledge of the processes involved in conflict resolution and public policy adjudication in a society.

3.6 Illustrate how public policy evolves from the bargaining and compromising among competing demands of influential groups.

3.7 Analyze the governmental structures and institutions established to protect public policy decisions and enforce them on the society at large.

3.8 Examine the agencies created to protect the rights, liberties, and obligations of each member or group within the society.

4.0 Recognize the impact of economic principles and processes as related to problems and practices in diverse economic systems.

4.1 Illustrate how basic economic decisions are made with regard to production, consumption, and distribution.

4.2 Recognize that all economic systems are confronted by the problem of unlimited wants and limited resources.

4.3 Describe how the pattern of economic arrangements within a society reflect the values and objectives of that society.

4.4 Appraise the concept of comparative advantage and how it relates to the exchange of goods and services among developed and developing nations of the world.

4.5 Compare the economic performance of different cultural groups.

4.6 Compare the effect of production on the industrial power of different nations.

4.7 Analyze the potential standards of living among nations by examining factors of production.

4.8 Examine the concept of specialization and the resultant interdependency within and among nations.

5.0 Develop an awareness of the various aspects of human behavior which are related to the fact that man lives in groups.

 5.1 Develop an understanding of the diverse and similar patterns of human groupings in relation to specific cultural values.

 5.2 Recognize that every society develops a system of roles, norms, values, and sanctions to guide behavior of individuals and groups.

 5.3 Analyze the general structure of society in terms of the following concepts; values, institutions, organizations, groups, status positions, and social roles, and recognize that any given concept is concerned with the similarities and diversities of society as well as with the interrelationships among the concepts.

 5.4 Develop an awareness that diversity and variations exist within a given and comparative social structure.

 5.5 Be aware of how culture is adapted to serve man's needs as well as how man adapts to cultural conditions.

6.0 Gain a knowledge of the human past as a means in understanding the present and the possibilities for the future.

 6.1 Understand the relationship of history to the social sciences in explaining the human experience.

 6.2 Recognize that history is a response to the eternal desire of man to know about himself and others.

 6.3 Understand that history is concerned with societies as well as individuals.

 6.4 Recognize that history emphasizes the uniqueness of man's experience both individually and collectively.

 6.5 Understand that continuous and unrelenting change has been a universal condition of human society throughout remembered and recorded time.

 6.6 Understand that each generation tends to recreate and rewrite history in terms of its own needs, aspirations and points of view.

 6.7 Recognize the record of the past is irremediably fragmentary, selective and biased.

 6.8 Develop the realization that the past should be examined in light of contemporary standards, values, attitudes and beliefs rather than exclusively by modern standards.

6.9 Understand that history has the obligation to reassess and reinterpret the past, bringing it to bear on the present and translating it, into a form each new generation can use.

6.10 Understand that a knowledge of the possibilities of history can help people in influencing a more favorable course for the human race.

6.11 Develop an awareness of the value dilemmas of modern times and the prospects for resolving the dilemmas.

6.12 Develop an understanding of the interrelated factors, economic, social, cultural, political, geographical and intellectual that have shaped historical development.

6.13 Understand that multiple causation is the dominant pattern in explaining the human past and that historical events can seldom be explained in terms of a simple, one-to-one, cause and effect relationship.

7.0 Identify knowledge from areas of study that are important to the modern student and relevant to his needs as an intelligent being.

West Virginia and the Appalachian Region
The United States
European and non-western civilization

Social Studies, Grades 4-8	Semester Hours 24

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Social Studies, Grades 4-8	24
Elementary	53
General Studies	40
Professional Education	20

Program Objectives - Grades 7-9

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Exhibit an understanding of the origin and development of human culture and society.

1.1 Comprehend the importance of change and continuity as integral parts of man's past, present, and future.

1.2 Cite examples of how continuity and change coexist.

1.3 Analyze and appraise the consequences of change from an economic, geographical, historical, political, and social perspective.

1.4 Develop awareness of the tempo of change and its impact on social values.

1.5 Exhibit a knowledge of the concept of interdependence as a unifying element for global cooperation and understanding.

1.6 Describe factors which lead to interdependence among individuals, communities, regions, and nations.

1.7 Describe factors which inhibit interdependency among individuals, communities, regions, and nations.

1.8 Recognize the importance of diffusion in the origin and development of human expression.

1.9 Assess the impact of diffusion as it relates to various cultures and provide examples of how natural factors (resources, physiography, climate) have influenced the process of diffusion.

1.10 Provide examples of how natural factors (resources, physiography, climate) have influenced the process of diffusion.

2.0 Identify the effects that spatial relationships, physical environments, and regionalization have on the development of the human experience.

2.1 Trace the changes affecting the nature of a locale through time.

2.2 Analyze the effects of site and situation on developing cultures and life patterns.

2.3 Hypothesize as to why different human activities occur in regions of similar natural factors.

2.4 Hypothesize as to why similar human activities occur in regions of different environmental conditions.

2.5 Assess the impact of the uneven distribution of human numbers and the resultant pressure of those numbers on the physical resources of selected areas of the world.

2.6 Appraise adverse conditions associated with the use of human space: crime, slums, pollution, value systems degeneration and deterioration, and deterioration of other physical, mental, and moral qualities.

2.7 Demonstrate a knowledge of the earth's physical environment and its influences on the development of culture.

2.8 Analyze the factors of the natural environment and man's ability to alter them in a positive or negative way.

2.9 Select a portion of the world and analyze its physical and cultural component parts.

2.10 Analyze current environmental problems and examine the roles of individuals, societal agents, and technology in developing and effecting solutions.

2.11 Analyze the use of formal and functional regions in the organization of space.

2.12 Evaluate the region as a planning device for making rational use of the earth's resources by evolving strategies and establishing priorities.

2.13 Analyze the region as a convenient method of organizing space and employ regional systems as a useful framework for handling large amounts of diverse information.

2.14 Assess the disorganization of space and those factors that account for discontinuity.

3.0 Articulate the fact that every society has some authority structure which can be recognized as a government, which has been created by the interdependence of individuals and groups within the society.

3.1 Illustrate that decisions, policies, and laws made by a given society reflect and are based on the values, beliefs, and traditions of the society.

3.2 Cite examples of the interrelatedness of the political aspects of a culture with the economic, social, geographic, and environmental factors and problems within a culture.

3.3 Examine critically governmental systems, not only as forms of government, but also as methods, processes and reflections of societal convictions.

3.4 Comprehend political behavior as demonstrated in various societies.

3.5 Identify sources of political power and authority.

3.6 Examine political ethics as a reflection of the moral conduct of the society as a whole.

3.7 Demonstrate a knowledge of the processes involved in conflict resolution and public policy adjudication in a society.

3.8 Illustrate how public policy evolves from the bargaining and compromising among competing demands of influential groups.

3.9 Analyze the governmental structures and institutions established to protect public policy decisions and enforce them on the society at large.

3.10 Examine the agencies created to protect the rights, liberties, and obligations of each member or group within the society.

4.0 Recognize the impact of economic principles and processes as related to problems and practices in diverse economic systems.

4.1 Illustrate how basic economic decisions are made with regard to production, consumption, and distribution.

4.2 Recognize that all economic systems are confronted by the problem of unlimited wants and limited resources.

4.3 Describe how the pattern of economic arrangements within a society reflect the values and objectives of that society.

4.4 Appraise the concept of comparative advantage and how it relates to the exchange of goods and services among developed and developing nations of the world.

4.5 Compare the economic performance of different cultural groups.

4.6 Compare the effect of production on the industrial power of different nations.

4.7 Analyze the potential standards of living among nations by examining factors of production.

4.8 Examine the concept of specialization and the resultant interdependency within and among nations.

5.0 Develop an awareness of the various aspects of human behavior which are related to the fact that man lives in groups.

5.1 Develop an understanding of the diverse and similar patterns of human groupings in relation to specific cultural values.

5.2 Recognize that every society develops a system of roles, norms, value and sanctions to guide behavior of individuals and groups.

5.3 Analyze the general structure of society in terms of the following concepts: values, institutions, organizations, groups, status positions, and social roles, and recognize that any given concept is concerned with the similarities and diversities of society as well as with the interrelationships among the concepts.

5.4 Develop an awareness that diversity and variations exist within a given and comparative social structure.

5.5 Illustrate that no society is completely harmonious; some form of social disorganization is present in all societies.

5.6 Be aware of how culture is adapted to serve man's needs as well as how man adapts to cultural conditions.

6.0 Gain a knowledge of the human past as a means in understanding the present and the possibilities for the future.

6.1 Understand the relationship of history to the social sciences in explaining the human experience.

6.2 Recognize that history is a response to the eternal desire of man to know about himself and others.

6.3 Understand that history is concerned with societies as well as individuals.

6.4 Recognize that history emphasizes the uniqueness of man's experience both individual and collective.

6.5 Understand that continuous and unrelenting change has been a universal condition of human society throughout remembered and recorded time.

6.6 Understand that each generation tends to recreate and rewrite history in terms of its own needs, aspirations and points of view.

6.7 Recognize the record of the past is irremediably fragmentary, selective and biased.

6.8 Develop the realization that the past should be examined in light of contemporary standards, values, attitudes and beliefs rather than exclusively by modern standards.

6.9 Understand that history has the obligation to reassess and reinterpret the past, bringing it to bear on the present and translating it, into a form each new generation can use.

6.10 Understand that a knowledge of the possibilities of history can help in influencing a more favorable course for the human race.

6.11 Develop an awareness of the value dilemmas of modern times and the prospects for resolving the dilemmas.

6.12 Develop an understanding of the interrelated factors, economic, social, cultural, political, geographical and intellectual that have shaped historical development.

6.13 Understand that multiple causation is the dominant pattern in explaining the human past and that hisotrical events can seldom be explained in terms of a simple, one-to-one, cause and effect relationship.

7.0 Identify knowledge from areas of study that are important to the modern student and relevant to his needs as an intelligent being.

West Virginia and the Appalachian Region
The United States
European and non-western civilization

Social Studies, Grades 7-9	Semester Hours 24

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Social Studies, Grades 7-9	24
A Specialization for Grades K-12[1] or Grades 7-12[1]	
General Studies	40
Professional Education	20

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[1] A student who elects Journalism, Grades 7-12 or Safety, Grades 7-12 or Social Services and Attendance, Grades K-12 must complete an additional specialization for Grades 7-12 or Grades K-12 if he also wishes to complete the specialization for Social Studies, Grades 7-9.

Professional Objectives, Grades 4-8 and Grades 7-9

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Organize learning experiences which facilitates growth in group processes and human relations skills which include:

The ability to feel for others.
The ability to examine one's own feelings in the process of developing a positive self concept.

The recognition that all human problems cannot be handled with scientific precision.

The ability to work effectively with others as a member of a group.

2.0 Demonstrate a process approach to teaching social studies which utilizes the various structures and inquiry tools drawn from the social science disciplines.

3.0 Organize content data from the various social sciences into teaching/learning sequences.

3.1 Develop learning units based on meaningful factual information as the content base.

3.2 Analyze the content data to determine the major concepts involved.

3.3 Arrange the major concepts and data into learning sequences which help students discover the relationships between facts, concepts, and generalizations.

3.4 Organize teaching/learning strategies in a manner that students may proceed from factual information to the development of theories.

4.0 Utilize the scientific processes in teaching the social studies and organize material for instruction which provides maximum opportunity for students to make:

Observation in a variety of ways that utilize all of the senses; the observations may be used to collect data or develop awareness of problem areas for study.

Classifications which emerge from the observations of objects and events. Classification schemes are based on observable similarities and differences.

Inferences which are tentative conclusions about what is not directly or immediately observable. Inferring requires evaluation and judgment of data.

Hypotheses which emerge from inferences and predictions and can be tested by a proof process.

Predictions about the consequences of a solution to a particular problem of issue. The reliability of prediction depends upon the accuracy of past observations and upon the nature of the event being predicted.

Test hypotheses by designing and using data gathering procedures to determine whether the data support the hypotheses.

5.0 Utilize a variety of processes in examining controversial and value related issues.

    5.1 Utilize the valuing process in examining and clarifying one's attitudes, beliefs, and values.

    5.2 Employ a process which permits one to examine the affective as well as the cognitive input into controversial issues.

6.0 Develop and demonstrate the ability to think critically and to formulate a rational basis for decision making.

    6.1 Demonstrate the application of social studies data by constructing charts, maps, tables, graphs, and other pictorial models.

    6.2 Demonstrate the necessary skills in library research which utilize the latest information from national depositories and clearinghouses.

    6.3 Utilize appropriate levels of questioning which will elicit student response from recall through evaluation.

7.0 Demonstrate the use of simulation and gaming techniques in the teaching of social studies.

    7.1 Organize materials for instruction using simulation games as a means of providing students direct experience with selected concepts.

    7.2 Develop a simulation game or role playing situation for selected content.

    7.3 Employ aspects of gaming in teaching social studies.

Program Objectives - Grades 7-12 (Comprehensive)

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Exhibit an understanding of the origin and development of human culture and society.

    1.1 Comprehend the importance of change and continuity as integral parts of man's past, present, and future.

    1.2 Cite examples of how continuity and change coexist.

1.3 Analyze the elements involved in producing change.

1.4 Analyze and appraise the consequences of change from an economic, geographical, historical, political, and social perspective.

1.5 Develop awareness of the tempo of change and its impact on social values.

1.6 Exhibit a knowledge of the concept of interdependence as a unifying element for global cooperation and understanding.

1.7 Describe factors which lead to interdependence among individuals, communities, regions, and nations.

1.8 Describe factors which inhibit interdependency among individuals, communities, regions and nations.

1.9 Recognize the importance of diffusion in the origin and development of human expression.

1.10 Assess the impact of diffusion as it relates to various cultures and provide examples of how natural factors (resources, physiography, climate) have influenced the process of diffusion.

1.11 Provide examples of how natural factors (resources, physiography, climate) have influenced the process of diffusion.

1.12 Recognize the importance of diffusion in the origin and development of human expression.

1.13 Illustrate the diffusion of ideas, innovation, and technology which enable cultures to undergo continuous change.

1.14 Assess the impact of diffusion as it relates to various cultures.

1.15 Provide examples of how natural factors (resources, physiography, climate) have influenced the process of diffusion.

2.0 Identify the effects that spatial relationships, physical environments, and regionalization have on the development of the human experience.

2.1 Trace the changes affecting the nature of a locale through time.

2.2 Analyze the effects of site and situation on developing cultures and life patterns.

2.3 Hypothesize as to why different human activities occur in regions of similar natural factors.

2.4 Hypothesize as to why similar human activities occur in regions of different environmental conditions.

2.5 Assess the impact of the uneven distribution of human numbers and the resultant pressure of those numbers on the physical resources of selected areas of the world.

2.6 Appraise adverse conditions associated with the use of human space: crime, slums, pollution, value systems, degeneration and deterioration, and deterioration of other physical, mental, and moral qualities.

2.7 Demonstrate a knowledge of the earth's physical environment and its influences on the development of culture.

2.8 Analyze the factors of the natural environment and man's ability to alter them in a positive or negative way.

2.9 Select a portion of the world and analyze its physical and cultural component parts.

2.10 Analyze current environmental problems and examine the roles of individuals, societal agents, and technology on developing and effecting solutions.

2.11 Analyze the use of formal and functional regions in the organization of space.

2.12 Evaluate the region as a planning device for making rational use of the earth's resources by evolving strategies and establishing priorities.

2.13 Analyze the region as a convenient method of organizing space and employ regional systems as a useful framework for handling large amounts of diverse information.

2.14 Assess the disorganization of space and those factors that account for discontinuity.

3.0 Articulate the fact that every society has some authority structure which can be recognized as a government, which has been created by the interdependence of individuals and groups within the society.

3.1 Illustrate that decisions, policies, and laws made by a given society reflect and are based on the values, beliefs, and traditions of the society.

3.2 Cite examples of the interrelatedness of the political aspects of a culture with the economic, social, geographic, and environmental factors and problems within a culture.

3.3 Analyze the current political actions and attitudes of a society in relation to its prior history.

3.4 Examine critically governmental systems, not only as forms of government, but also as methods, processes, and reflections of societal convictions.

3.5 Identify sources of political power and authority.

3.6 Examine political ethics as a reflection of the moral conduct of the society as a whole.

3.7 Demonstrate a knowledge of the processes involved in conflict resolution and public policy adjudication in a society.

3.8 Illustrate how public policy evolves from the bargaining and compromising among competing demands of influential groups.

3.9 Analyze the governmental structures and institutions established to protect public policy decisions and enforce them on the society at large.

3.10 Examine the agencies created to protect the rights, liberties, and obligations of each member or group within the society.

3.11 Explain methods of interest articulation and communication as practiced by interest groups, pressure groups, and lobbies in various systems.

4.0 Recognize the impact of economic principles and processes as related to problems and practices in diverse economic systems.

4.1 Illustrate how basic economic decisions are made with regard to production, consumption, and distribution.

4.2 Recognize that all economic systems are confronted by the problem of unlimited wants and limited resources.

4.3 Describe how the pattern of economic arrangements within a society reflect the values and objectives of that society.

4.4 Appraise the concept of comparative advantage and how it relates to the exchange of goods and services among developed and developing nations of the world.

4.5 Compare the economic performance of different cultural groups.

4.6 Compare the effect of production on the industrial power of different nations.

4.7 Analyze the potential standards of living among nations by examining factors of production.

4.8 Examine the concept of specialization and the resultant interdependency within and among nations.

4.9 Analyze economic fluctuations that have resulted from periods of inflation, deflation, or depression.

4.10 Recognize the feelings and perceptions of the people during periods of economic fluctuations.

4.11 Assess the major value difference and resulting conflict situations that occur during periods of inflation, deflation, or depression.

4.12 Analyze the causes of economic fluctuations and the development of policies to cope with these problems.

5.0 Develop an awareness of the various aspects of human behavior which are related to the fact that man lives in groups.

5.1 Develop an understanding of the diverse and similar patterns of human groupings in relation to specific cultural values.

5.2 Recognize that every society develops a system of roles, norms, values, and sanctions to guide behavior of individuals and groups.

5.3 Analyze the general structure of society in terms of the following concepts: values, institutions, organizations, groups, status positions, and social roles, and recognize that any given concept is concerned with the similarities and diversities of society as well as with the interrelationships among the concepts.

5.4 Develop an awareness that diversity and variations exist within a given and comparative social structure.

5.5 Illustrate that no society is completely harmonious: some form of social disorganization is present in all societies.

5.6 Be aware of how culture is adapted to serve man's needs as well as how man adapts to cultural conditions.

5.7 Cite examples of how societal subgroups have developed and, in time, became institutionalized.

6.0 Gain a knowledge of the human past as a means in understanding the present and the possibilities for the future.

6.1 Understand the relationship of history to the social sciences in explaining the human experience.

6.2 Recognize that history is a response to the eternal desire of man to know about himself and others.

6.3 Understand that history is concerned with societies as well as individuals.

6.4 Recognize that history emphasizes the uniqueness of man's experience both individual and collective.

6.5 Understand that continuous and unrelenting change has been a universal condition of human society throughout remembered and recorded time.

6.6 Understand that each generation tends to create and rewrite history in terms of its own needs, aspirations and points of view.

6.7 Recognize the record of the past is irremediably fragmentary, selective and biased.

6.8 Develop the realization that the past should be examined in light of contemporary standards, values, attitudes and beliefs rather than exclusively by modern standards.

6.9 Understand that history has the obligation to reassess and reinterpret the past, bringing it to bear on the present and translating it into a form each new generation can use.

6.10 Understand that a knowledge of the possibilities of history can help people in influencing a more favorable course for the human race.

6.11 Develop an awareness of the value dilemmas of modern times and the prospects for resolving the dilemmas.

6.12 Develop an understanding of the interrelated factors, economic, social, cultural, political, geographical and intellectual that have shaped historical development.

6.13 Understand that multiple causation is the dominant pattern in explaining the human past and that historical events can seldom be explained in terms of a simple, one-to-one, cause and effect relationship.

7.0 Identify knowledge from areas of study that are important to the modern student and relevant to his needs as an intelligent being.

West Virginia and the Appalachian Region
The United States
European and non-western civilization

Social Studies, Grades 7-12 Semester Hours 48

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Social Studies, Grades 7-12	48
General Studies	40
Professional Education	20

Professional Objectives - Grades 7-12

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Demonstrate a process approach to teaching social studies which utilizes the various structures and inquiry tools drawn from the social science disciplines.

2.0 Organize content data from the various social sciences into teaching/learning sequences.

2.1 Develop learning units based on meaningful factual information as the content base.

2.2 Analyze the content data to determine the major concepts involved.

2.3 Arrange the major concepts and data into learning sequences which help students discover the relationships between facts, concepts, and generalizations.

2.4 Organize teaching/learning strategies in a manner that students may proceed from factual information to the development of theories.

3.0 Utilize the scientific processes in teaching the social studies and organize material for instruction which provides maximum opportunity for students to make:

Observations in a variety of ways that utilize all of the senses. The observations may be used to collect data or develop awareness of problem areas for study.

Classifications which emerge from the observations of objects and events. Classification schemes are based on observable similarities and differences.

Inferences which are tentative conclusions about what is not directly or immediately observable. Inferring requires evaluation and judgment of data.

Hypotheses which emerge from inferences and predictions and can be tested by a proof process.

Predictions about the consequences of a solution to a particular problem or issue. The reliability of prediction depends upon the accuracy of past observations and upon the nature of the event being predicted.

Test hypotheses by designing and using data gathering procedures to determine whether the data support the hypotheses.

4.0 Utilize a variety of processes in examining controversial and value related issues.

4.1 Utilize the valuing process in examining and clarifying one's attitudes, beliefs, and values.

4.2 Employ a process which permits one to examine the affective as well as the cognitive input into controversial issues.

5.0 Develop and demonstrate the ability to think critically and to formulate a rational basis for decision making.

5.1 Demonstrate the application of social studies data by constructing charts, maps, tables, graphs, and other pictorial models.

5.2 Demonstrate the necessary skills in library research which utilize the latest information from national depositories and clearinghouses.

5.3 Utilize appropriate levels of questioning which will elicit student response from recall through evaluation.

6.0 Demonstrate the use of simulation and gaming techniques in the teaching of Social Studies.

6.1 Organize materials for instruction using simulation games as a means of providing students direct experience with selected concepts.

6.2 Develop a simulation game or role playing situation for selected content.

6.3 Employ aspects of gaming in teaching Social Studies.

Special Education

Special Education programs are needed to serve the exceptional child and adolescent who may differ from the average or normal child in physical, mental, or emotional characteristics or in communicative or intellectual deviation characteristics or in both characteristics. The teacher education program is designed to educate the exceptional child in accordance with his capacities, limitations, and needs.

Teacher education programs are required in the following areas of special education: Behavorial Disorders, Hearing Impaired, Mental Retardation, Physically Handicapped, Specific Learning Disabilities, Visually Impaired, and Gifted.

BASIC SKILLS COMPONENT

Introduction

In order to adequately meet the needs of children in special education for grades K-12, teachers should be prepared in a manner which provides a broad educational exposure to major fields of knowledge and those special competencies which relate to the exceptional child. The basic skills for the preparation of special education teachers insures that the general objectives of education, which are essentially similar for all students, are not overlooked.

Program Objectives, Arithmetic

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Make the child aware of his need for numbers.

  1.1 Give the exceptional child a simple understanding of the orderliness manifested in the number system.

  1.2 Help the child develop number awareness through the appropriate use of concrete objects, group situations, and everyday experiences.

1.3 Broaden and deepen the child's number awareness by correlating daily experiences with structured instructional periods.

1.4 Develop number awareness and realization of the usefulness of numbers in solving problems met in daily life.

1.5 Understand the evolutionary development of the number system.

2.0 Develop in the child the functional use of arithmetic which is commensurate with his developmental ability.

2.1 Provide the child opportunities through carefully controlled situations for developing a meaningful arithmetic vocabulary.

2.2 Develop the background skills necessary for solving mathematical problems common to exceptional children.

2.3 Establish in the child meaningful recognition, association, and arrangement of numeral symbols.

2.4 Use the manipulative and sensory materials in the development of mathematical understandings.

2.5 Use concepts of time and quantity in relation to environment.

3.0 Help the exceptional child to achieve a greater feeling of self-esteem through his competence in solving problems encountered in daily living.

4.0 Stimulate the ability of the child to think quantitatively when confronted with numerical situations.

5.0 Develop habits of independence and self-help in carrying out assigned tasks.

6.0 Use appropriate teaching techniques to help exceptional children develop problem-solving strategies.

Program Objectives, Art

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Provide simple art techniques to enable children to work with confidence.

1.1 Provide the exceptional child with an opportunity to participate in experiences which will add to his knowledge, develop abilities, and increase his enjoyment of art.

1.2 Create first-hand experience in seeing, feeling, and discussing objects of art.

1.3 Encourage, plan, and guide creative expression in children at various stages of development.

2.0 Create in the child a desire for having surroundings in school, home, and the community to be more attractive.

2.1 Provide media for self and group expression and communication.

2.2 Provide media for tension release and other psychological implications.

3.0 Utilize art in other areas of the curriculum.

Program Objectives, Health and Physical Education

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Promote an awareness and concern in the exceptional child for health factors, physical activity levels, protection from diseases, and freedom from accidents.

1.1 Demonstrate good physical and health practices.

1.2 Administer appropriate first aid in an emergency.

1.3 Demonstrate an awareness of the basic health needs of the child throughout the developmental period.

1.4 Develop an awareness of the responsibilities of community groups and agencies, and how they work together in developing a plan for the health and psychological welfare of all citizens.

1.5 Demonstrate an awareness of the implications that health contributes to the physical, social, and emotional maturity of the exceptional child.

2.0 Provide a program of activities which develops and maintains maximum physical efficiency in the motor areas.

2.1 Plan and implement a balanced health program in terms of the needs of the child at different stages of development.

2.2 Demonstrate an understanding of the effect of the physical environment upon learning as it relates to the child.

3.0 Demonstrate an understanding and appreciation of the effect good health and grooming has on the potential occupational competence for the child.

4.0 Develop an understanding of the contribution of physical education activities to self-expression.

Program Objectives, Language Arts

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Write and speak clearly, correctly, logically, and effectively.

1.1 Analyze how man communicates and identify the skills that are needed for effective communication.

1.2 Become acquainted with the receptive and expressive means of communicating.

1.3 Demonstrate a practical knowledge of grammar including spelling, punctuation, the parts of speech, and sentence structure.

1.4 Demonstrate the ability to use legible and organized written material.

2.0 Understand the relationship of the language arts to all other areas of the curriculum.

2.1 Understand the normal development of speech habits and the relationship to reading, writing, spelling, and listening.

2.2 Develop an understanding of the mechanics involved in the written and spoken language of the child.

3.0 Identify speech and hearing deviations.

3.1 Develop a knowledge and understanding of the physical basis for speech.

3.2 Diagnose simple language deficiencies through listening and observing children with speech and hearing defects.

3.3 Demonstrate familiarity with resources for the child in language areas requiring specialized attention such as speech and hearing handicapped, mixed dominance, and motor disabilities.

3.4 Listen and observe with comprehension and discrimination.

4.0 Demonstrate a knowledge of the mechanics of reading and reading materials.

4.1 Select and utilize appropriate procedures and materials in the area of reading.

4.2 Use developmental reading materials and methods that are suitable for the individual child.

    4.3 Use appropriate remedial reading techniques and methods most suitable for the individual child.

    4.4 Use appropriate writing materials based upon the motor skills of the exceptional child.

5.0 Demonstrate the techniques involved in word study as well as the meaning and functions of words.

Program Objectives, Music

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Develop a broad background of musical knowledge.

    1.1 Recognize the forms of music proven most effective with exceptional children.

    1.2 Help the child develop an awareness of the natural music in the environment.

2.0 Help the exceptional child socially through participation in musical group activities.

    2.1 Utilize music as an emotional outlet for the release of the child's frustrations, angers, and fears.

    2.2 Develop positive reactions of the child to musical activities.

    2.3 Help the child develop a love for music through singing, rhythms, and listening.

    2.4 Increase motor responses through sense of rhythm, dexterity, and freedom of movement as well as control of hands, feet, and body.

    2.5 Develop the child's ability to recognize upward and downward direction of melody.

3.0 Strengthen the child's ability for self-expression through the medium of music.

    3.1 Develop the child's feeling for music.

    3.2 Help the child feel and express moods of music.

    3.3 Recognize and foster musical creativity in exceptional children.

Program Objectives, Science

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Demonstrate an understanding of the fundamental principles in the biological and physical sciences.

    1.1 Help the child in the development of observational and inferential skills.

    1.2 Demonstrate the ability to develop habits of careful observation and a wholesome interest in the physical environment.

    1.3 Demonstrate the ability to develop an acquaintance with and understanding of scientific facts that concern health and safety.

    1.4 Demonstrate the ability to develop an understanding of simple mechanical appliances used in the home.

    1.5 Be able to develop in the child an understanding of the effect of weather and environment on dress, work, recreation, food, transportation, and communication.

2.0 Utilize science in the curriculum in an approach commensurate with the developmental abilities of the exceptional child.

    2.1 Develop an understanding of the exceptional child's environment and a knowledge of the various scientific principles necessary to live in his community.

    2.2 Demonstrate an understanding of the value of energy, machines, and natural resources upon modern living.

Program Objectives, Social Studies

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Foster the child's awareness of himself as a social being, with consequent benefits and responsibilities.

    1.1 Provide information and experiences which will develop attitudes and habits conducive to family living.

    1.2 Assist the child in developing acceptable social behavior.

    1.3 Develop an awareness in the child of the duties and responsibilities of those in authority and the proper response to authority.

    1.4 Develop attitudes of respect for the rights and property of others.

2.0 Develop an understanding of how various units of society are dependent upon each other.

    2.1 Develop concepts which will foster responsible membership in school and in the community.

    2.2 Develop in the child an understanding of family relationships and of the responsibilities of family members.

    2.3 Develop respect for authority in the home and in the community.

    2.4 Broaden the child's understanding of his environment through study of his home, school, and community.

3.0 Help the exceptional child develop an appreciation of his American heritage through exposure of significant persons and events in our nation's history.

    3.1 Promote an understanding of the contributions of the various races and nations to the progress of mankind in general and of the United States in particular.

    3.2 Develop an awareness of the social climate affecting both classroom and out-of-class activities, and seek out appropriate intergroup education activities which will dispel stereotyped notions and nurture positive attitudes.

    3.3 Enable the exceptional child to obtain a healthy self-image so that he can appreciate his own worth as he moves to understand and accept people from different backgrounds.

    3.4 Display a knowledge of American history and government, an appreciation of his country and the principles on which it was built.

4.0 Broaden the child's understanding of current events and acquaint him with the geographical locale.

5.0 Translate subject matter experiences into more effective ways of living in a democratic society.

    5.1 Integrate various areas of the curriculum to provide a climate which will enhance the social growth of each child.

    5.2 Plan and develop a classroom atmosphere in which pupils feel free to express their opinions and challenge ideas.

6.0 Display a knowledge of the nature, importance, and location of natural resources, and their relation to the economic and aesthetic development of the state and nation.

7.0 Exhibit an appropriate awareness of our economic system, including the production and distribution of commodities, the business cycle, government and economic life, and conflicting economic systems.

8.0 Develop an awareness of adult responsibilities and promote the transfer of knowledge from the classroom to adult living.

Basic Skills Component Semester Hours 30

CORE COMPONENT

Introduction

Although educators classify exceptional children into categories in order to provide them with special educational services, there are common behaviors which both exceptional and normal children exhibit. Special education teachers should be capable of recognizing and dealing with these common behaviors. The educational program for exceptional children should be built on the common behaviors, emphasizing the likenesses found in children, and recognizing the differences where it becomes necessary to provide special educational procedures to effectively and efficiently provide for the exceptional student. The core component is intended to provide for this.

Each student desiring certification in special education must meet the core competency in addition to other requirements.

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Demonstrate that the development of services in special education relates directly to the social, political, and educational attitude of the culture.

    1.1 Relate the historical development of the western world to the development of special education.

    1.2 Identify factors which contributed to the environmental setting conducive to the growth of special education.

    1.3 Explain the reasons for the growth of parental support in the development of special education.

1.4 Justify the existence of the special education concept in American public education.

1.5 Identify the role played by numerous public and private organizations which promote special education.

1.6 Utilize existing community resources and support the development of new resources.

2.0 Demonstrate oral and written use of professional terminology in special education.

3.0 Identify the various areas of exceptionality within special education.

3.1 Identify the general characteristics and specific needs of various types of exceptional children.

3.2 Identify the common base or element used in defining each area of exceptionality.

4.0 Serve as a referral agent in the continuous process of adapting education to fit the child's needs.

5.0 Differentiate between the normal and exceptional child.

5.1 Describe principles of human growth and development.

5.2 Demonstrate the application of the basic theories of learning as they relate to the various exceptionalities.

6.0 Apply general evaluative and assessment techniques to exceptional children.

6.1 Identify those instruments available for measuring intervariability differences in exceptional children.

6.2 Administer and interpret intervariability assessment devices.

6.3 Administer and interpret informal techniques to determine intravariability.

7.0 Interact effectively with other professionals, para-professionals, parents, and exceptional children.

7.1 Conduct the parent-teacher conference.

7.2 Establish a bi-curriculum approved for teaching exceptional children.

7.3 Participate in in-service training programs for other school personnel.

8.0 Identify general legal regulations as they apply to special education.

  8.1 Discuss the role of governmental organizations at the federal, state, and local levels in relation to special education.

9.0 Employ interpersonal and intrapersonal communication skills that facilitate the education of exceptional children.

  9.1 Identify personal needs, motivations, and values as they affect one's own behavior.

  9.2 Tolerate and appreciate others' differences from self values, language, and patterns of behavior.

  9.3 Tolerate ambiguity and unpredictability.

  9.4 Maintain a basically optimistic view of human potential and behavior.

  9.5 Recognize discrepancies between intentions and consequences of one's behavior.

Core Component — Semester Hours 6

BEHAVORIAL DISORDERS
(Socially Maladjusted-Emotionally Disturbed)

Introduction

The teacher education program in Behavorial Disorders is designed to enable the teacher to provide the educational experience for a child whose emotional condition is medically and psychologically determined to prohibit his learning at the expected level within the regular school program without the assistance of special services. Teachers of the Behaviorially Disordered may instruct in a variety of educational settings which may range from an institutional environment to the public schools. Private facilities and clinics may also serve as educational facilities.

Definition

Emotionally disturbed children may exhibit over an extended period of time one or more of the following characteristics to a marked degree:

A. An inability to learn that cannot be primarily explained by intellectual, sensory, or health factors.

B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

C. General pervasive mood of anxiety, depression, withdrawal, or aggression.

D. A tendency to develop physical symptoms, pains, or fears associated with personal or school problems.

E. Chronically disregard social values and rules by substituting those of their peer group self.

Program Objectives

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Analyze educational problems related to the behaviorally disordered.

1.1 Identify behavioral characteristics, in terms of excessive, deficient, and inappropriate behaviors.

1.2 Demonstrate through verbal and written media a knowledge of the individual cognitive processes, such as memory, hypothesis, formation, and alternative perception.

1.3 State the various theories of the etiology in behavioral disorders.

1.4 Analyze and apply appropriate research in the field.

2.0 Develop psycho-educational assessments by:

2.1 Observing and collecting data.

2.2 Assembling case histories.

2.3 Being familiar with both formal and informal testing (such as the Thamatic Apperception Test, sentence completion, sociograms, behavior scales).

2.4 Conducting on-going student assessment.

3.0 Conduct an instructional process that indicates:

3.1 A knowledge of various curriculum patterns.

3.2 Encouragement and support of effective growth, through familiarity with the various conceptual models of emotional disturbance, such as:

3.21 Psycho-Dynamic Model.

3.22 Learning Model.

3.23 Developmental Model.

3.24 Biological Model.

3.25 Counter Theory.

3.26 Ecological Theory.

3.27 Sociological Theory.

3.3 Establishment of instructional objectives.

3.4 Ability to design remedial instruction.

3.5 Development of clinical/prescriptive teaching responses to each child.

3.6 Competence in material preparation and use.

4.0 Utilize behavioral dynamics by:

4.1 Conducting interviews centered around behavioral dynamics, overt behavior, and coping responses.

4.2 Conducting life-space interviews.

4.3 Clarifying thought from feeling.

4.4 Relating to behaviorally disordered children in terms of physical, psychological and social factors, as well as individual differences, and recognizing and providing for these individual differences.

5.0 Demonstrate an ability to facilitate interpersonal and intrapersonal interaction.

5.1 Generate various educational environments according to the needs of the staff and/or handicapped individual.

5.2 Demonstrate verbally and in writing approaches to self-awareness, self-acceptance and self-evaluation.

5.3 Utilize groups for developing skill in decision making, in mutual influence, in conflict management.

5.4 Feel comfort in response to inquiring, challenging, exceptional individuals.

Behavioral Disorders — Semester Hours 12

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Behavioral Disorders, Grades K-12[1]	12
Core Component	6
Elementary (53), Early Childhood (39) or Basic Skills Component (30)	
General Studies	40
Professional Education	20

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[1] The instructional role may include self-contained teacher, resource teacher or itinerant teacher.

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Behavioral Disorders, Grades 7-12[2]	12
Core Component	6
An Instructional Specialization, Grades 7-12 or Grades K-12	
General Studies	40
Professional Education	20

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[2] The teacher's assignment is limited to teaching the content in his subject specialization to children with Behavioral Disorders or to serving as a resource teacher in Behavioral Disorders, grades 7-12.

GIFTED

Introduction

The teacher of the gifted should possess special competencies to meet the needs of the gifted and should serve primarily as a facilitator of learning. Services for the gifted may be presented in a variety of educational settings.

Gifted students require differentiated educational programs and services beyond those normally provided by the regular school program so that they may achieve self-fulfillment and be able to contribute fully to society.

Definition

The gifted student may be broadly defined as one who exhibits superior performance in any area of human activity. This broad concept of giftedness encompasses a wide variety of special abilities and talents. The gifted student may come from any socio-economic setting and may be of any age level.

The gifted are those identified by professional qualified persons as possessing exceptional abilities and talents significantly beyond the level of the average individual in one or more of the following areas: Intellectual, Creative, Psychosocial, and Kinesthetic-Motor.

Program Objectives

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Demonstrate a knowledge of the characteristics of the gifted in general and those unique to each subgroup of giftedness: intellectual, creative, psychosocial, and kinesthetic-motor.

1.1 Identify those psychological, sociological, physiological, and cultural factors that inhibit the full development of the gifted individual.

1.2 Use and interpret the more important measures used for the identification and evaluation of the gifted student, such as:

- Measures of intelligence
- Measures of creativity
- Standardized and unstructured observation
- Aptitude tests
- Data for structured and unstructured observation
- Individual and group measures
- Verbal and nonverbal measures
- Concepts of reliability and validity
- Standard scores

2.0 Identify different types of organized educational programs available to the gifted student, such as:

- Honors classes
- Seminars

Community based groups or classes
Seminar programs
Part-time special interest groups
Study trips

2.1 Plan educational experiences that would facilitate the gifted student's development and demonstrate knowledge of the most appropriate techniques for the purpose, such as:

Arranging for multiple stimulation and enrichment of the classroom environment
Providing opportunity for accelerating individual progress
Providing opportunities for independent study
Giving opportunities for organization and leadership experiences
Arranging for team work
Providing opportunity for independent study
Having individual and group brainstorming sessions
Encouraging the use of analogy
Establishing a scientific attitude to learning
Using the library effectively
Using research techniques
Providing tutorial and referral services

2.2 Demonstrate a knowledge of resources available for assistance in the development and implementation of programs for the gifted, such as:

References that describe and locate current educational programs for the gifted
Community organizations
Institutions of higher learning
Professional organizations
Industry and local business
Governmental agencies
Gifted adults
Museums and art galleries

2.3 Articulate the criteria for selection, utilization, and evaluation of sources outside the school that will assist in the implementation of programs for the gifted.

3.0 Demonstrate a knowledge of current curriculum models for the education of the gifted, such as: the enrichment model, the acceleration model, and other current innovative models.

3.1 Demonstrate understanding of how curricula for the gifted can be related to theories of learning.

3.2 Adapt curriculum strategies to a variety of school organizational patterns.

3.3 Identify, organize and utilize available curricula resources that exist both within and outside the school setting.

3.4 Employ a variety of evaluation techniques in selecting appropriate curriculum experiences and materials for teaching the various types of gifted students.

3.5 Design and adapt curriculum materials to permit the gifted student to progress at his own rate and style of learning.

3.6 Identify the historical development of educational programs for the gifted.

4.0 Possess knowledge of how social and cultural conditions affect the gifted student.

4.1 Identify the interpersonal strategies used by the gifted student as he relates to others.

4.2 Demonstrate knowledge of group dynamics as it applies to the classroom situation.

4.3 Demonstrate skill in establishing orientations of success that will assist the gifted child to cope with frustration and fear.

4.4 Demonstrate knowledge of how creative thinking can be inhibited through sanctions and pressures to conform by peers and adults.

4.5 Create a climate that would allow for a healthy individualism.

4.6 Show knowledge of the negative effects on creative behavior of over-emphasis or misplaced emphasis on sex roles.

4.7 Exhibit a recognition of the need for caution in equating divergency with abnormality and of societal pressures to get rid of divergency.

4.8 Demonstrate an awareness of the block to creative development that may arise from acceptance of the work-play dichotomy principle where play is to be enjoyed.

4.9 Show knowledge that the gifted student is prone to psychological estrangement by parents, teachers, and peers.

4.10 Demonstrate knowledge of and skill in applying group creative problem solving or synectics approaches to assist the gifted student to develop interpersonal skills.

5.0 Display a knowledge of the emotional needs and developmental characteristics of the gifted.

- 5.1 Identify and analyze possible psychosocial problems of the gifted student.
- 5.2 Show an awareness of the special problems affecting the gifted student and the types of guidance needed.
- 5.3 Assist the gifted student in developing skills of self-evaluation.
- 5.4 Identify sources of psychological help.
- 5.5 Relate with parents of gifted students concerning program development and personal-social relations.
- 5.6 Assist in resolving problems such as those arising from frequent sanctions of society against divergency, attempts to learn in his own way, and repression of his creative energies.
- 5.7 Help the gifted student recognize the value of his talents.
- 5.8 Prevent the exploitation of the student's talents and abilities.
- 5.9 Assist the gifted student in accepting his creative limitations.
- 5.10 Help the gifted student recognize opportunities for academic growth and personal development.
- 5.11 Encourage the student to cope effectively with personal and academic failures.
- 5.12 Assist the gifted student in developing a broad perception of vocational and professional roles regardless of sex.
- 5.13 Facilitate the development of leadership qualities among peers without sacrificing creativity.

6.0 Display evidence of high professional competence and personal creativity by:

Being supportive of the gifted student's inquisitive attitudes and creative abilities.
Encouraging students to think analytically and to defer judgment until ample time is allowed for consideration of all possibilities.
Encouraging the use of techniques and activities which foster the process of divergent thinking.

Distinguishing between busy-work assignments and those that provide for productive output.
Introducing teacher-child reciprocal learning experiences.
Providing an environment which is characterized by openmindedness, warmth, and friendliness.
Providing learning experiences which are personally relevant to the gifted child.

7.0 Show knowledge of the psychological development of the gifted child.

7.1 Demonstrate a knowledge of the Erickson-Piaget-Gowan creativity and developmental stage theory which includes the following concepts:

escalation, which involves five interrelated aspects known as succession, discontinuity, emergence, differentiation, and integration.
dysplasia, which arises from a failure to escalate.

7.2 Demonstrate an awareness of the developmental curve showing the rise, fall and recovery of creative thinking abilities from childhood to adulthood with special focus on developmental patterns, relative to the pre-school, elementary, and secondary school years.

Gifted	Semester Hours 9

PROFESSIONAL CERTIFICATE ISSUED PROVISIONALLY

Gifted, Grades 1-6[1]	9
Core Component	6
Elementary (53) or Early Childhood (39)	
General Studies	40
Professional Education	20

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[1] The teacher of the Gifted should serve primarily as a facilitator of learning, grades 1-6.

Gifted, Grades 7-12[2]	9
Core Component	6
An Instructional Specialization, Grades 7-12 or Grades K-12	
General Studies	40
Professional Education	20

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[2] The teacher of the Gifted should serve primarily as a facilitator of learning, grades 7-12.

HEARING IMPAIRED

Introduction

A teacher of hearing impaired children shall demonstrate competencies and knowledges in the areas which are considered fundamental for teachers to work effectively with these children.

Definition

Hearing impaired (deaf or hard of hearing) individuals are those who require specialized education because of a hearing impairment.

Program Objectives

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Demonstrate a knowledge of the Foundations of Education of the Hearing Impaired.

  1.1 Relate historical and current developments in education of the hearing impaired in the United States and other countries and the influence of historical developments upon the current state of the field.

  1.2 Analyze national and local issues, trends, and events which influence the education of hearing impaired children.

  1.3 State purposes and services of national, state, and local organizations and government agencies concerned with the education and welfare of the hearing impaired.

  1.4 Evaluate national, regional, state, and local education programs for the hearing impaired.

  1.5 Describe content of nature, issues, and trends of fields and professions related to education of the hearing impaired, such as regular education, audiology, and educational psychology, and the contributions of these fields to education of the hearing impaired.

  1.6 Analyze implications of hearing impairment for the psychological, sociological, vocational, and educational development of hearing impaired individuals.

1.7 Utilize educational, sociological, audiological, psychological information in educational planning and counseling for both hearing impaired children and their parents.

1.8 Locate and utilize resources, reference materials, and professional literature in the education of the hearing impaired and in related fields.

2.0 Explore the relationship of the physical and psychological aspects of sound to speech and hearing.

2.1 Describe the function of speech, auditory, and visual mechanisms involved in communication of normal and pathological organisms, and subsequent concompetent behaviors.

2.2 Analyze the general and specific effects of hearing impairment upon the production of speech and the reception of speech and other sounds.

2.3 Demonstrate an awareness of various procedures for testing hearing and a capability for interpreting test results.

2.4 Describe the functioning and characteristics of various types of amplifying and their application to learning and instructional processes.

3.0 Explore the theoretical and practical aspects of developing evaluation, and improving the hearing impaired child's receptive and expressive language and his communicative skills.

3.1 Apply the structure of the English language (linguistics), the acquisition and use of language (psycholinguistics), and the implications of these areas for education of hearing impaired infants, children, and young adults.

3.2 Utilize research and other literature on language of the hearing impaired.

3.3 Provide for the acquisition and development of language skills in hearing and in hearing impaired infants and children.

3.4 Demonstrate methods and procedures of language instruction for hearing impaired children.

3.5 Utilize appropriate instructional procedures to effect language learning in hearing impaired children and the ability to diagnose, correct, and improve language development in these children.

3.6 Describe the communication process and the effects of hearing loss on communication.

3.7 Utilize various modes of communication and combination of modes (listed below) used in teaching hearing impaired individuals and a knowledge of methods, procedures, and materials used in teaching these modes of communication including the use of techniques and materials appropriate to individuals or groups in the development, diagnosis, correction, and improvement of communication ability:

- Reading
- Written communication
- Speechreading
- Auditory training
- Speech
- Fingerspelling
- The language of signs

4.0 Demonstrate the ability to develop and adapt curriculum materials and instructional procedures, including the use of media and instructional technology, to fit the special educational needs of hearing impairments.

4.1 State the purpose and the nature of curriculum and an understanding of learning and instructional processes.

4.2 Describe curriculum and instructional procedures common to education of the hearing impaired and regular education, adaptations of the regular curriculum and instruction for the hearing impaired, and aspects of curriculum instruction unique to education of the hearing impaired.

4.3 Plan, implement, and evaluate learning experiences for individuals and groups, including the ability to:

4.31 Identify learner entry level.

4.32 Conceptualize and formulate objectives in behavioral terms.

4.33 Design methods of evaluation based upon measureable objectives and utilize data collection procedures.

4.34 Select, design, produce, and utilize media, materials, and resources appropriate to learner behavior and lesson objectives.

4.35 Implement appropriate instructional procedures.

4.36 Evaluate learner responses and revise instruction appropriately.

5.0 Demonstrate through observation, participation, clinical practice, and student teaching, the ability to:

- 5.1 Utilize facilities, services and programs available for the education and counseling of hearing impaired children and adults.
- 5.2 Interact effectively for instructional purposes in a learning situation with hearing impaired individuals or groups at one or more teaching levels.
- 5.3 Plan and organize curriculum content in an area of specialization for effective learning by both individuals and groups of hearing impaired children.

Hearing Impaired	Semester Hours 18

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Hearing Impaired, Grades K-12[1]	18
Core Compenent	6
Elementary (53), Early Childhood (39) or Basic Skills Component (30)	
General Studies	40
Professional Education	20

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[1] The instructional role may include self-contained teacher, resource teacher or itinerant teacher.

Hearing Impaired, Grades 7-12[2]	18
Core Component	6
An Instructional Specialization, Grades 7-12 or Grades K-12	
General Studies	40
Professional Education	20

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[2] The teacher's assignment to children with hearing impairments is limited to teaching the content in his subject specialization or to serving as a resource teacher in Hearing Impaired, Grades 7-12.

MENTAL RETARDATION

Introduction

The teacher education program should provide those experiences which will enable the teacher to work with retarded children and youth in an educational setting. These programs utilize resources in the arts and sciences, social welfare, and other agencies concerned with habilitation services for exceptional children and youth.

Definition

Mental retardation refers to subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in one or more of the following adaptive behaviors: (1) maturation, (2) learning, and (3) social adjustment.

(Source: Rick Heber, American Journal of Mental Deficiency, Volume 64, Number 2, September 1959)

Program Objectives

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Understand that the development of services in the field of mental retardation relates directly to the social, political, and educational attitude of the culture.

  1.1 Relate the historical development of the Western world to developments in the field of mental retardation.

  1.2 Identify the factors which contributed to the environmental setting conducive to the growth of services for the mentally retarded and other areas of exceptionality.

  1.3 Relate the reasons for the growth of parental support in the development of programs for the mentally retarded.

  1.4 Justify the existence of the special education concept for the mentally retarded in American public education.

  1.5 Identify the role of numerous public and private organizations which promote special education for the mentally retarded.

1.6 Discuss the role played by governmental organizations at the federal, state, and local levels in relation to mental retardation.

1.7 Utilize and help to develop community resources pertinent to the needs of the mentally retarded.

1.8 Demonstrate a basic understanding of the heritage of our educational system including the varied philosophical backgrounds which have given rise to our present public schools.

2.0 Identify the various areas of exceptionality contained within special education and their relationship to mental retardation.

2.1 Use the terminology in the field of mental retardation.

2.2 Demonstrate an awareness of the relationship of the underlying characteristics of the mentally retarded with the various types of exceptionality and normal children.

2.3 Understand the major definitions and classification systems related to mental retardation.

2.4 Identify the general characteristics and specific needs of various types of exceptional children as they relate to mental retardation.

2.5 Demonstrate an understanding of basic research in the field of mental retardation.

3.0 Identify the characteristics of the mentally retarded.

3.1 Identify and discuss etiological factors associated with mental retardation.

3.2 Discuss the definition of mental retardation in reference to individual cases.

3.3 Distinguish the definition of mental retardation from other handicapping conditions.

3.4 Identify individual differences in the mentally retarded.

3.5 Understand the effect that mental retardation has made on the social, political, and economic status of our society.

3.6 Serve as a referral agent in the continuous process of adapting education to fit the mentally retarded child's needs.

3.7 Realize that educational programs for the mentally retarded should be based upon the capabilities as well as the disabilities of the individual as they relate to learning theory and human growth and development.

4.0 Develop a program for a special class, special school, itinerant service, and/or resource room to assist in the educational treatment of the mentally retarded.

4.1 Utilize appropriate curricula methodologies in meeting the learning and behavioral needs of the mentally retarded.

4.2 Organize the curricula around meaningful social experiences utilizing developmental and learning theories.

4.3 Demonstrate knowledge of curricula development at various levels to the nature of the task in the teaching of the instructional areas of reading, writing, spelling, and/or arithmetic.

4.4 Provide for the strengthening and development of academic, prevocational, vocational, and avocational skills and knowledge according to the needs of the mentally retarded.

4.5 Demonstrate the acquisition and utilization of the general principles of teaching and of curriculum development for different educational levels.

4.6 Apply methodologies necessary to select, develop and evaluate sequential educational curricula for the mentally retarded.

4.7 Plan, implement, and evaluate an educational program for mentally retarded children based upon their individual differences.

5.0 Help the retarded adolescent to develop a positive, realistic view of himself.

5.1 Understand the need for social and emotional adjustment and to help the child develop acceptable patterns of behavior. This implies the ability to interpret the behavior of mentally retarded pupils and to differentiate between social and emotional adjustment and mental retardation.

5.2 Understand the causes of maladjustment and the need for counseling with the child and his family, visiting homes and working cooperatively with parents.

5.3 Manipulate the child's environment to reduce the influence of those barriers resulting from differences between his ability and the expectations of society.

5.4 Assist the child in developing the capabilities for controlling impulsive behavior.

5.5 Minimize long-term goal striving and place emphasis on a series of well-defined short-term goals which are reasonable and will allow each child to be successful.

5.6 Relate the need for responsible relationships with members of the opposite sex.

5.7 Determine that the youth understands what he is striving for and help him understand that many of life's lessons are learned through the errors one makes.

6.0 Provide those experiences which will allow for the development and acceptance of reasonable vocational goals and objectives.

6.1 Assist the child in understanding how to employ health adjustive mechanisms in various vocational situations.

6.2 Help the child develop an awareness of the need to be alert to the attitudes, feelings, and opinions of others and learn to respect these opinions as sources of possible additional information which could be of direct value to their vocational success.

6.3 Stress the clear association between vocational requirements and appropriate social and emotional behavior.

6.4 Assist the child in participating in appropriate role positions in group activities such as leader and member.

6.5 Explain the relationship between authority figures in occupational groups and workers.

7.0 Design projects which will incorporate some of the learnings essential for adequate citizenship responsibilities.

7.1 Provide opportunities for association with adults within the school situations.

7.2 Hold individual conferences when necessary for the purpose of assessing behavior reactions and suggesting improvement.

7.3 Emphasize repeatedly what the youth is to do rather than what he is to avoid.

7.4 Use every opportunity to stress cleanliness and orderliness of person; combine discussions of appropriate clothing and personal appearance with social activities within the group.

7.5 Provide activities which teach the necessity for and the ability to get along with other people in fulfilling the responsibility of good citizenship.

7.6 Assist the retarded adolescent in developing an understanding of reasons for laws and rules in our society and the implications of breaking or violating these established standards.

8.0 Provide opportunities for the development of skills in line with special interests, talents and hobbies.

8.1 Assist the youth in learning to budget time for work, recreation and special activities.

8.2 Provide a variety of reading materials of high interest-easy vocabulary content, and combine reading instruction with all phases of instruction.

8.3 Teach science of a practical nature concerning simple, general scientific phenomena as it affects everyday healthful living.

8.4 Modify schedules so that members of the class can join regular classes or have time allotted for instruction in the shop work, home economics, typing.

8.5 Work persistently with the group and with individuals within the group toward the improvement of oral and written language.

8.6 Provide, through proper channels, appropriate part-time work situations for youth who are ready for this experience.

9.0 Understand the fundamental nature of measurement, the interpretation of results of standardized behavioral tests, and the effective utilization of tests and their results in the teaching program.

10.0 Understand the psychosocial characteristics of the mentally retarded as related to their impact on the family, the school, and society.

Mental Retardation Semester Hours 12

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Mental Retardation, Grades K-12[1]	12
Core Component	6
Elementary (53) or Early Childhood (39) or Basic Skills Component (30)	
General Studies	40
Professional Education	20

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[1] The instructional role with the retarded child may include self-contained teacher, resource teacher or itinerant teacher.

Mental Retardation	12
Core Component	6
An Instructional Specialization in Art, Grades 7-12 or K-12, Industrial Arts, Grades 7-12, Physical Education, Grades K-12, Home Economics, Grades 7-12 or Music, Grades K-12	
General Studies	40
Professional Education	20

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[2] The teacher's assignment is limited to teaching the content in his subject specialization to mentally retarded children. The endorsement for teaching Mentally Retarded children will cover the same grade level as his subject specialization. For example, a teacher with Art grades K-12 will receive an endorsement in Art to the Mentally Retarded, Grades K-12.

PHYSICALLY HANDICAPPED

Introduction

Problems of the crippled and other health impaired population overlap with other classifications of children and the education of this population is seen as a part of the total educational effort. The limitations of physical dexterity, locomotion, and/or vitality produce a multiplicity of psychological and intellectual handicaps. These children may be affected by one or more sensory, perceptual, language, and/or emotional problems that in effect make their handicap multidimensional.

The teacher education program should enable the teacher to establish a positive educational environment which allows the child to achieve his maximal level of functioning by providing experiences which promote his intellectual, social, and emotional development. Some children with crippled and other health impaired conditions can function in regular classrooms while others require special services.

Definition

Children who exhibit one or a combination of these conditions: neurological involvement, health handicaps, muscular problems, and orthopedic disabilities, are classified as physically handicapped.

Program Objectives

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Delineate the physical, psychological, and emotional factors that affect the learning processes of children who exhibit crippling and other health impairing conditions.

  1.1 Identify deviations from normal patterns of development and maturation in terms of their effects on the child; acknowledging the presence of secondary deviations or multiple handicaps.

  1.2 Determine the relationship of the physically handicapped group to that of the general school population with reference to aims and objectives of the educational process.

    1.21 Establish realistic goals for children compatible with individual limitations and capabilities.

    1.22 Counsel and guide children in their personal attitudes toward their handicaps.

  1.3 Acquire the basic vocabulary and terminology pertaining to the teaching specialization in Physically Handicapped.

  1.4 Demonstrate knowledge of the gross anatomical structure of the central nervous system as related to brain damage and physical disabilities.

  1.5 Recognize the social and emotional problems of children with crippling and other health impairing conditions.

  1.6 Demonstrate an understanding of medical causes, treatment, and practices.

  1.7 Identify speech and communication problems in children and the implications on language development.

2.0 Plan and modify the curriculum according to individual differences with emphasis upon a sequential, functional program which prepares the child for adult life and, if possible, independence.

2.1 Make educational interpretations from medical, psychological and diagnostic reports.

2.2 Demonstrate effective techniques in presenting subject matter in the cognitive areas of curriculum, correlating instruction to provide for the objectives of education of the physically handicapped group.

2.3 Provide compensatory experiences in lieu of first hand experiences.

2.4 Apply methods of evaluation, recording and reporting pupil progress.

  2.41 Select and administer tests commensurate with the handicapping conditions of the child.

  2.42 Develop and utilize informal evaluation techniques.

  2.43 Maintain and use cumulative records.

  2.44 Report the child's progress to the parents accurately and objectively.

2.5 Plan the child's program through a multi-disciplinary approach.

  2.51 Implement methods to alleviate emotional stress arising from the handicapping condition.

  2.52 Serve as a supportive counselor for parents in implementing a planned program for the child's progress away from the school environment.

  2.53 Make referrals to appropriate agencies for professional services.

  2.54 Maintain cooperative relationships with other professionals concerned with the child's development.

2.6 Analyze methodologies of the curriculum areas in terms of their application to children who have handicapping conditions.

2.7 Demonstrate a knowledge and use of instructional techniques employed in other fields of special education (e.g., mental retardation, specific learning disabilities).

3.0 Select, adapt, and utilize appropriate instructional materials and equipment.

3.1 Demonstrate a knowledge of sources of instructional materials and equipment.

3.2 Identify materials appropriate to the instructional level of the child.

3.21 Select and use, in a practicum situation, a variety of instructional materials.

3.3 Utilize a multi-media approach to individualizing instruction.

3.4 Provide for a sequential curriculum for the child, using appropriate teaching aids designed to compensate for the handicap.

4.0 Attend to the physical management of the classroom and manipulation of specialized equipment.

4.1 Adapt physical objects (furniture, materials) and position the child properly (considering braces, balance) for optimal learning environment.

4.2 Identify the different types of orthopedic equipment and prothestic devices and be knowledgeable of their purpose and function.

4.3 Adapt devices or procedures to compensate for a handicapping condition.

4.4 Create a favorable classroom environment; respond appropriately to situations resulting from such conditions as incontinence, seizures, hysteria, critical illness, excessive pain, fear of unfamiliar treatment.

Physically Handicapped Semester Hours 9

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Physically Handicapped, Grades K-12[1]	9
Core Component	6
Elementary (53) or Early Childhood (39) or Basic Skills Component (30)	
General Studies	40
Professional Education	20

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[1] The instructional role with the physically handicapped child may include self-contained teacher, resource teacher or itinerant teacher.

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Physical Education to Physically Handicapped	9
Core Component	6
Physical Education, Grades K-12[2]	30
General Studies	40
Professional Education	20

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[2] The teacher with a specialization in Physical Education, Grades K-12, who completes the specialization for the Physically Handicapped will receive an endorsement for teaching Physical Education to the Physically Handicapped, Grades K-12.

SPECIFIC LEARNING DISABILITIES

Introduction

Children with specific learning disabilities constitute a relatively recent addition to special education although such children have always been with us. Teachers of children and youth with specific learning disabilities must possess all of the personal characteristics associated with specialized teachers. They must, however, be different in degree and/or kind in their knowledge and utilization of educational assessment techniques and remedial procedures.

Definition

Specific learning disabilities refers to individuals who exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disabilities do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantage.[1] Persons with specific learning disabilities must possess at least low average intelligence and have discrepancies between their potential and current performance. The most striking difference is their uneven learning profiles with marked assets and deficits.

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[1] The Second Annual Report of the National Advisory Committee on Handicapped Children (June 1969), U. S. Department of Health, Education and Welfare.

Program Objectives

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Interpret the fundamentals of education.

    1.1 Maintain professional ethics.

    1.2 Maintain a perspective of normal learning behavior.

    1.3 Develop a curricular sequence for the child at any grade level.

    1.4 Identify and analyze major theories of human growth and development.

    1.5 Discuss contemporary thought regarding all exceptional children.

    1.6 Utilize major contemporary learning theories.

    1.7 Implement appropriate behavior management approaches.

2.0 Identify and describe the educational problems of persons with specific learning disabilities.

    2.1 Help each child understand his own strengths and weaknesses as well as those of others.

        2.11 Spot strengths and weaknesses quickly.

        2.12 Establish realistic goals for each child.

    2.2 Delineate and explain characteristics, etiologies and taxonomies of specific learning disabilities.

    2.3 Identify and discuss contemporary issues concerning the major approaches to amelioration of specific learning disabilities.

    2.4 Work under the direction of other professional disciplines such as physicians, and psychologists in carrying out prescribed treatment procedures.

3.0 Screen and identify persons with specific learning disabilities.

    3.1 Participate in selection of children for the program.

3.11 Demonstrate a knowledge of state and local guidelines for these children:

Define specific learning disabilities.
Assign eligible children to an appropriate program.
Maintain a reasonable class or case load.

3.2 Function effectively as a member of an interdisciplinary team.

3.21 Handle referrals with objectivity and diplomacy.

3.22 Interpret own findings to others.

3.23 Assimilate information and observations from other disciplines.

3.3 Administer and interpret group and individual screening devices.

4.0 Assessment and evaluation.

4.1 Interpret background assessment data of new pupils.

4.2 Prepare psycho-educational evaluations.

4.21 Administer and interpret formal and informal procedures designed to systematically assess a child's intravariability.

4.22 Formulate diagnostic hypotheses based on assessment data and planning programs for the amelioration of deficits.

4.3 Evaluate initial diagnoses and instructions objectively and initiate change where indicated.

5.0 Effectively teach children with specific learning disabilities.

5.1 Set up tentative objectives for instruction of children regarding short-term goals and long-term goals.

5.2 Develop group and individual programs based on clinical evaluations as well as psycho-educational evaluation.

5.3 Recognize the educational setting that would be most profitable for an individual child.

5.4 Organize and implement individual and small group learning experiences.

5.5 Plan and implement total curricula.

5.6 Make decisions on modes of instruction to attain goals.

5.7 Utilize specific techniques as they apply to individual cases. For example, visual perceptual approaches, psycholinguistic training, perceptual-motor patterning behavior modification managements, multi-sensory stimulation.

5.8 Select, develop, and utilize materials and equipment appropriate for the individual's problem and/or the learning environment.

5.9 Plan a teaching environment which would promote the most effective learning.

5.10 Provide suggestions and modified materials to teachers and auxiliary personnel.

5.11 Develop an efficient schedule for teaching, assessment and liaison work.

5.12 Provide flexible and continuing structure to meet the needs of a child as he moves from one learning situation to another.

6.0 Human Relations

6.1 Interact effectively with:

Persons in administrative positions.
Persons in comparable positions.
Persons with the community.
Persons in other disciplines.

6 2 Conduct parent conferences.

6.3 Conduct in-service programs for other school personnel.

7.0 Legal liabilities and responsibilities.

7.1 Plan programs consistent with state and local guidelines.

7.2 Seek out services and resources.

7.3 Demonstrate a knowledge of legislation as it pertains to specific learning disabilities.

Specific Learning Disabilities	Semester Hours 15

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Specific Learning Disabilities, Grades K-12[1]	15
Core Component	6
Elementary (53) Early Childhood (39) or Basic Skills Component (30)	
General Studies	40
Professional Education	20

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[1] The instructional role with the child with specific learning disabilities may include self-contained teacher, resource teacher or itinerant teacher. This program may be offered at the graduate level only in keeping with policies adopted by the West Virginia Board of Regents.

VISUALLY IMPAIRED

Introduction

Teachers of the visually impaired, which includes blind and partially seeing, should have essentially the same educational background as elementary or secondary teachers in their respective teaching fields. In addition, instructors of the visually impaired should have additional preparation which would qualify them as specialist in this area.

Definition of Blindness

1. Partially Seeing - this child has a visual acuity of 20/70 or less in the better eye after correction and the ability to use vision as a major channel of learning.
2. Legally Blind - this child has a visual acuity of 20/200 or less in the better eye after correction or a peripheral field so contracted that the widest diameter subtends an angular distance no greater than 20 degrees.

Program Objectives

The teacher education program shall provide training and experience which will enable the teacher to:

1.0 Complete the same educational background as other teachers certified in their respective specializations and grade levels.

2.0 Describe the historical and current development in education of the visually impaired and the influence of historical developments upon the current state of the field.

2.1 Demonstrate a working knowledge of basic terminology and vocabulary commonly used by specialists in the area.

2.2 Demonstrate a knowledge of basic literature in the field of visual impairment.

3.0 Specialized knowledge in the following areas:

3.1 Demonstrate a knowledge of structure and function of the human eye and the educational implications of visual disorders.

3.2 Psychological implications of blindness.

3.21 Recognize emotional and social problems of blindness and assist the child in dealing with these problems in a logical and constructive manner and/or in seeking professional services as needed.

3.22 Recognize related educational problems which are often found with the visually impaired.

3.23 Recognize psychological implications of the visually impaired child in the home.

3.3 Demonstrate a knowledge of braille reading and writing as a means of communication to include academic braille and the Nemith Code (mathematics).

3.4 Explain techniques used in utilization of low vision.

3.41 Determine if the child has a stable eye condition by ophthamological report.

3.42 Discuss ways in which students are able to use residual eyesight to the fullest extent.

3.5 Demonstrate ways in which pre-cane skills are used to assist the visually impaired child in orientation and mobility.

3.6 Explain ways in which the abacus can be used as a calculator and describe methods of mental arithmetic to the visually impaired.

4.0 Demonstrate visual screening techniques (i.e. Snellen Chart) used with pre-schoolers and those in school.

5.0 Explain types of programs commonly used in the education of the visually impaired.

  5.1 List the advantages and disadvantages of the itinerant teacher program.

  5.2 Differentiate between the itinerant teacher program and the resource teacher program.

  5.3 Explain the operation of a self-contained classroom for the visually impaired.

  5.4 Discuss the advantages and disadvantages of the residential school.

6.0 Curriculum and Methodology

  6.1 Explain how the visually impaired child can develop to his maximum potential through group activities and individualized teaching. Also, explain the importance of allowing the child to develop at his own rate and not in competition with his classmates.

  6.2 Cite ways in which community resources can facilitate learning utilizing the child's remaining senses to the fullest extent.

  6.3 Identify experiences that will aid the child in developing acceptable social behavior.

  6.4 Demonstrate knowledge of braille and large type reading and writing techniques emphasizing good communication skills. Typing should be emphasized.

  6.5 Explain ways in which materials especially developed for visually impaired boys and girls can be used effectively.

  6.6 Describe orientation procedures utilized in assisting the child to become independently mobile.

  6.7 Explain ways in which skills of daily living are used by visually impaired individuals in learning to live independently.

  6.8 Discuss ways in which effective listening skills may be developed.

7.0 Identify sources and discuss uses of common materials in the education of the visually impaired.

8.0 Identify sources and explain ways in which special equipment can be used in the education of the visually impaired.

9.0 Administer and interpret results of basic tests normally used with visually impaired individuals, i.e. achievement (not including intelligence and psychological tests).

10.0 Agencies and organizations serving the visually impaired.

  10.1 Identify agencies and organizations which provide materials for the visually impaired.

  10.2 List professional organizations serving the blind and partially seeing. Discuss basic services provided by each.

Visually Impaired Semester Hours 18

PROFESSIONAL TEACHING CERTIFICATE ISSUED PROVISIONALLY

Visually Impaired, Grades K-12[1]	18
Core Component	6
Elementary (53) Early Childhood (39) or Basic Skills Component (30)	
General Studies	40
Professional Education	20

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[1] The instructional role with the visually impaired child may include self-contained teacher, resource teacher or itinerant teacher.

Visually Impaired, Grades 7-12[2]	18
Core Component	6
An Instructional Specialization for Grades 7-12 or Grades K-12	
General Studies	40
Professional Education	20

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[2] The teacher's assignment is limited to teaching the content in his subject specialization to children with visual impairments or to serving as a resource teacher with the Visually Impaired, Grades 7-12.

Professional Education

Introduction

Professional Education is predicated upon those specific cognitive, affective, performance, and consequence objectives which are included in the foundations of education and the methods and materials of teaching required by the education profession.

Professional Cognitive Objectives

The teacher education program will provide information, training, and clinical experience which will enable the prospective teacher to:

1.0 Recognize progress, problems, and prospects in education and relate them to their historical antecedents.

    1.1 Identify and analyze the basic philosophical, sociological, and historical foundations of education.

    1.2 Identify and analyze the organizational, administrative, financial, legal, curricular, and instructional patterns of contemporary education.

    1.3 Explain the interdependence needed among the various cultures for the enhancement of learning how to function and learn in a pluralistic society.

2.0 Identify, describe, and assess the basic concepts of human growth and development.

    2.1 Examine the interrelationships among the physical, intellectual, emotional, and social development of learners.

    2.2 Identify and describe the basic areas of exceptionality and the special needs of exceptional learners.

    2.3 Identify referral agencies and organizations that provide services to exceptional learners and their parents.

    2.4 Explain the roles and responsibilities of the professional personnel providing services to students with exceptionalities.

    2.5 Assess the factors which affect development and measurement of intelligence in a society composed of dissimilar cultures.

3.0 Identify, describe, and assess the basic concepts of learning and instruction.

  3.1 Describe and relate the principles of learning to the teaching/learning process.

  3.2 Apply major learning theories as rationales for the selection of alternative instructional strategies based on assessed learner needs.

  3.3 Analyze and assess the influence of interpersonal relationships, environmental factors, and multi-cultural/ethnic impactors which influence learning.

  3.4 Select and describe appropriate instructional strategies and models consistent with learning theories utilized to enhance learner growth.

  3.5 Recognize the general skills basic to success in content area reading.

  3.6 Analyze the reading process in terms of methods and the use of reading materials.

  3.7 Relate the reading process to instruction in terms of learner background, direct or vicarious experiences, word recognition skills, comprehension, and utilization.

  3.8 Describe strategies for content area teachers to recognize strengths and weaknesses in the various general skills area.

  3.9 Recognize learners' environmental backgrounds and language patterns.

Professional Performance Objectives

4.0 Plan the effective implementation of instructional materials, verbal and nonverbal strategies, alternative learning activities, and assessment/feedback procedures.

  4.1 Determine long range instructional goals.

  4.2 Construct relevant and measurable learning objectives consistent with long range goals.

  4.3 Establish acceptable indicators of outcome achievement.

4.4 Allow for various levels of complexity when specifying learning outcomes.

4.5 Include learners in the decision-making process relative to establishing learning objectives, activities, and assessment procedures.

4.6 Provide rationales for involving learners in teacher specified learning objectives, activities, and assessment procedures.

4.7 Design reliable and valid pre, self, and post assessment instruments based on needs assessments and/or prespecified learning objectives.

4.8 Plan instructional materials and learning alternatives appropriate to the individual needs of all learners in the classroom.

4.9 Design and construct instructional media resources based on prespecified learning objectives.

4.10 Organize the classroom physical environment for effective instruction and classroom management.

4.11 Modify and/or develop instructional materials and strategies for the instruction of learners with exceptionalities.

4.12 Provide alternatives for the difference between the value systems of various racial and class subcultures in the classroom.

4.13 Utilize learner achievement data for organizing instruction.

5.0 Manage and conduct instructional functions.

5.1 Model competent and appropriate skills in oral and written communication.

5.2 Communicate to learners the objectives to be achieved as a result of instruction.

5.3 Facilitate constructive learner/teacher interaction to achieve learning objectives and maintain a learner-centered classroom climate.

5.4 Provide verbal and/or nonverbal feedback for accepting, reinforcing, supporting, and interpreting learner responses.

5.5 Manage an array of learning alternatives to accommodate different styles and rates of learning.

5.6 Perform strategies and modify instructional materials for teaching reading in the content areas.

5.7 Manage unexpected activities, events, and disruptive learner behavior to facilitate maximum learner growth.

5.8 Identify learners with exceptional needs and deliver an appropriate instructional program for exceptional learners within the classroom.

5.9 Operate media equipment and utilize instructional media resources during the instructional process.

5.10 Maintain an operational and attractive learning environment.

6.0 Perform assessment/evaluation functions related to the teaching/learning process.

6.1 Implement a variety of reliable and valid criterion-referenced and norm-referenced evaluation techniques for continuous assessment of the learning process.

6.2 Assess learning before, during, and after instruction.

6.3 Assist learners in self-evaluation.

6.4 Utilize a variety of task analysis and observation techniques for teacher self-evaluation.

6.5 Summarize raw test data in appropriate display formats for analysis.

6.6 Utilize the results of standardized tests and teacher made tests for analyzing the outcomes of instruction.

6.7 Utilize informal and formal assessment techniques for determining reading competencies.

6.8 Utilize observation and other basic identification procedures to assist in the initial identification of students with exceptionalities.

6.9 Recognize in the design of assessment procedures the value of using an array of instruments to allow for multi-cultural differences.

7.0 Exhibit human relation skills that are necessary for facilitating a meaningful classroom learning environment.

7.1 Facilitate a classroom climate of mutual trust and constructive interpersonal and intergroup relationships.

7.2 Generate learning objectives and select instructional materials and strategies that will not degrade or ignore culturally different groups.

7.3 Perceive the needs and problems of individual learners from their frame of reference to facilitate classroom communication.

7.4 Share ideas and resources with learners, other teachers, and parents.

7.5 Cooperate with other teachers, learners, and resource personnel in team management operations.

7.6 Display sensitivity to the needs of exceptional learners in the classroom.

7.7 Foster learner self-understanding and the development of realistic and positive learner self-concepts.

8.0 Exhibit personal and professional behaviors which are necessary for effective instruction and relationships with colleagues and other school staff members.

8.1 Execute professional responsibilities and work schedule demands on a dependable basis.

8.2 Exhibit an acceptable mode of personal and professional behavior within the context and limitations of particular clinical experiences.

8.3 Implement administrative policies, rules, and regulations within the context and limitations of clinical experiences.

8.4 Participate in professional activities that support or improve teaching as a profession.

Professional Affective Objectives

9.0 Develop a personal, professional philosophy of education.

9.1 Establish a positive, personalized, instructional belief system.

9.2 Perform in simulated or field-based classrooms consistent with a positive, personalized, instructional belief system.

10.0 Pursue self-identified learning activites to enrich the development of cognitive, performance, and consequence objectives throughout the teacher education program.

Professional Consequence Objectives

11.0 Elicit affective growth on the part of learners during clinical experiences.

12.0 Elicit cognitive growth on the part of learners during clinical experiences.

13.0 Elicit psychomotor growth on the part of learners during clinical experiences.

14.0 Elicit positive affective relationships between him/herself and the learners during clinical experiences.

Professional Education Semester Hours 20

MANAGEMENT, METHODS AND MATERIALS*

The management, methods and materials component of the professional competencies listed previously shall be required of all teacher education students. Its primary purpose is to develop competencies in the various plans of classroom organization, administration, curricula patterns, and general teaching techniques. The student should demonstrate competence in the general as well as specific methods and materials related to one or more of his specialization(s). This component of all teacher education programs shall be concentrated in and consistent with the grade level(s) and specialization(s) to be named on the license.

The specific conditions in the methods and materials for the professional certificate, by grade levels and endorsements are:

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*Methods and materials courses and/or modules shall be considered as Professional Education regardless of the department in which it is offered. For example, a course entitled, "Teaching Spanish in the Secondary School," offered by the Spanish Department, will be considered as an integral part of professional education for teaching Spanish.

Early Childhood through Grade 3

The methods and materials unit shall include courses or modules in the areas of communication arts, quantitative concepts, problem solving and specific inquiry.

Elementary Grades 1-6

A unit of professional courses or modules emphasizing methods, materials and management shall provide for competencies in a course or module in each of the content areas contained in the elementary specialization. Students who elect an elementary specialization in conjunction with an endorsement for a middle school subject specialization are required to complete the appropriate methods and materials course(s) and/or module(s) related to that specialization. Methods and materials for Early Education or Special Education may be included as a part of the specialization or as a part of Professional Education, depending on the option selected by the institution in program development.

Grades 7-12

The methods and materials unit shall consist of a minimum of one course or module for the specialization sought. Students who complete two teaching specializations (7-12) may complete a methods course in either. When the two specializations completed include one for grades 7-12 and one for grades 7-9, the methods course must be completed for the 7-12 specialization. The culminating clinical experience must be consistent with the methods course completed.

Grades K-12

Instructional Endorsements in Content Areas

The methods and materials component shall consist of a minimum of two courses or two modules, one related to grades K-6 and the other to grades 7-12 in the following specializations: Art, Music, Health, Physical Education.

Non-Instructional Endorsements

The methods and materials component for the non-instructional endorsements may or may not differ according to grade level and one course or module covering all grade levels is acceptable for the following specializations: Educational Audiologist, Communication Disorders Specialist and School-Library Media. Students who combine a non-instructional endorsement with an instructional endorsement are required to meet the methods and materials requirement in both specializations.

Special Education

The methods and materials component for special education may be included as a part of the specialization or as a part of professional education, depending on the option of the institution in program development. Students who desire to combine any area of special education with another endorsement shall be required to complete the methods and materials component in both specializations.

CULMINATING CLINICAL EXPERIENCE* (STUDENT TEACHING)

A culminating clinical experience is required for all teacher education students. Its primary purpose is to provide the teacher education student with the opportunity to blend theory into practice under controlled conditions. The clinical experience will consist of a minimum full-time eight week experience in which the student must demonstrate proficiency as a professional educator. A student who is required to complete a culminating experience in more than one specialization or more than one grade level to complete certification requirements will satisfy the minimum requirements in each specialization or grade level by completing a full-time experience for four weeks.

To be admitted to the culminating clinical experience, the applicant must have achieved a "C" average, (a) on the total hours attempted, (b) in each specialization, and (c) in professional education.

The specific conditions in the culminating clinical experience for the Professional Certificate and endorsements are:

Early Childhood through Grade 3

Students shall complete an instructional clinical experience in a multi-subject educational program in grades 1-3 and with pupils of nursery-kindergarten age.

Elementary - Grades 1-6

Students shall complete an instructional clinical experience in a multi-subject educational program in an elementary school.

Early Education Endorsement

Students shall complete an instructional clinical experience with pupils of nursery-kindergarten age.

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*Institutions desiring to substitute teaching experience for the culminating clinical experience shall submit these provisions as a part of the approved program.

Middle School Endorsement, Grades 4-8

Students shall complete an instructional clinical experience in a middle school in keeping with their anticipated certification.

Grades 7-12

Students shall complete an instructional clinical experience in a junior or senior high school in keeping with their anticipated certification.

Grades K-12

Students shall complete an instructional clinical experience in an academic specialization at two levels: elementary (K-6), secondary (7-9 or 7-12).

Non-Instructional Service, Grades K-12

Students shall complete a non-instructional service clinical experience by working with individuals or groups in a school or clinical setting. When possible, the student shall have educational experiences with public school pupils of different ages; however, the emphasis shall be placed on experience with a wide variety of problems encountered in the service area concerned. Diagnostic and prescriptive approaches are encouraged.

Special Education - Grades K-12 or Grades 7-12

Students shall complete an instructional clinical experience in keeping with their anticipated certification. Students enrolled in a special education program for Grades K-12 should have the opportunity to work with pupils of different ages; however, emphasis shall be given to roles as a self-contained classroom teacher, resource teacher, and itinerant teacher. A student shall complete an instructional clinical experience in each special education specialization for which certification is desired.

Students with a specialization in Physical Education, Grades K-12, Home Economics, Grades 7-12, Art, Grades 7-12 or K-12, Music, Grades K-12, or Industrial Arts/Technology, Grades 7-12 who desire a limited assignment with the mentally retarded shall complete a culminating clinical experience which is restricted to teaching the content area named above to the mentally retarded.

Students with a specialization in Physical Education, Grades K-12, who desire a limited assignment with the physically handicapped shall complete a culminating clinical experience which is restricted to teaching physical education to the physically handicapped.

Students with a secondary specialization, Grades 7-12 or a subject matter specialization for Grades K-12 who desire an assignment in Special Education in Behavioral Disorders, Hearing Impaired or Visually Impaired shall complete a culminating clinical experience limited to teaching the content in their subject specialization(s) named on their certificate or to serving as a resource teacher in the Special Education specialization(s) named above for which they have satisfied requirements.

Students who desire a specialization for teaching the Gifted shall complete a culminating clinical experience as a facilitator of learning, with gifted children, in keeping with the grade level (elementary or secondary) of their anticipated certification.

West Virginia Plan for Licensure

Introduction

The West Virginia Plan for licensing classroom teachers describes the types of certificates that are issued by the State and sets forth requirements concerning: (a) eligibility for a certificate, (b) certificate renewal, and (c) procedures for filing an application for certification. An operational model of the issuance, conversion, renewal, and permanence of the Professional Certificate is shown in Figure 3.

The Professional Certificate - Issuance, Conversion, Renewal, and Permanence

The Professional Certificate is an official document issued under the authority of the State Superintendent of Schools as indicated in State Code 18A-3-2, showing the grade level(s) and the specialization(s) in which the holder is entitled to serve and/or teach. The teacher's assignment is limited to the endorsement(s) and grade level(s) shown on the certificate. A Professional Certificate may be issued according to the four categories as follows:

Professional Certificate (original)

The initial Professional Certificate shall be issued provisionally and is valid for a three-year period. Generally, this period is consistent with the probationary employment contract. Provisional certification implies a joint responsibility with the institutions approved for teacher education and the supervisory staffs at the county level as they cooperate in assisting a beginning teacher during the three-year probationary period.

Professional Certificate (conversion)

The Professional Certificate may be issued for a five-year period provided the applicant (1) completes three years of teaching experience in accordance with the endorsement(s) shown on his original or renewed Professional Certificate, issued provisionally, (2) is recommended as a successful teacher by the employing superintendent, and (3) acquires six semester hours of credit that is appropriate to the teacher's program of Continuing Education.

Professional Certificate (renewal)

Either the Professional Certificate issued provisionally and valid for three years or the Professional Certificate, valid for five years, may be renewed if the holder completes six semester hours of credit appropriate to renewal and is recommended by his county superintendent.

Professional Certificate (permanent)

The Professional Certificate may be issued as a permanent certificate provided the applicant, (1) completes five years of successful educational experience, completes the requirements for a masters degree in a program relevant to the public school curriculum, and receives the recommendation of his superintendent, or (2) completes three renewals of the Professional Certificate, valid for five years.

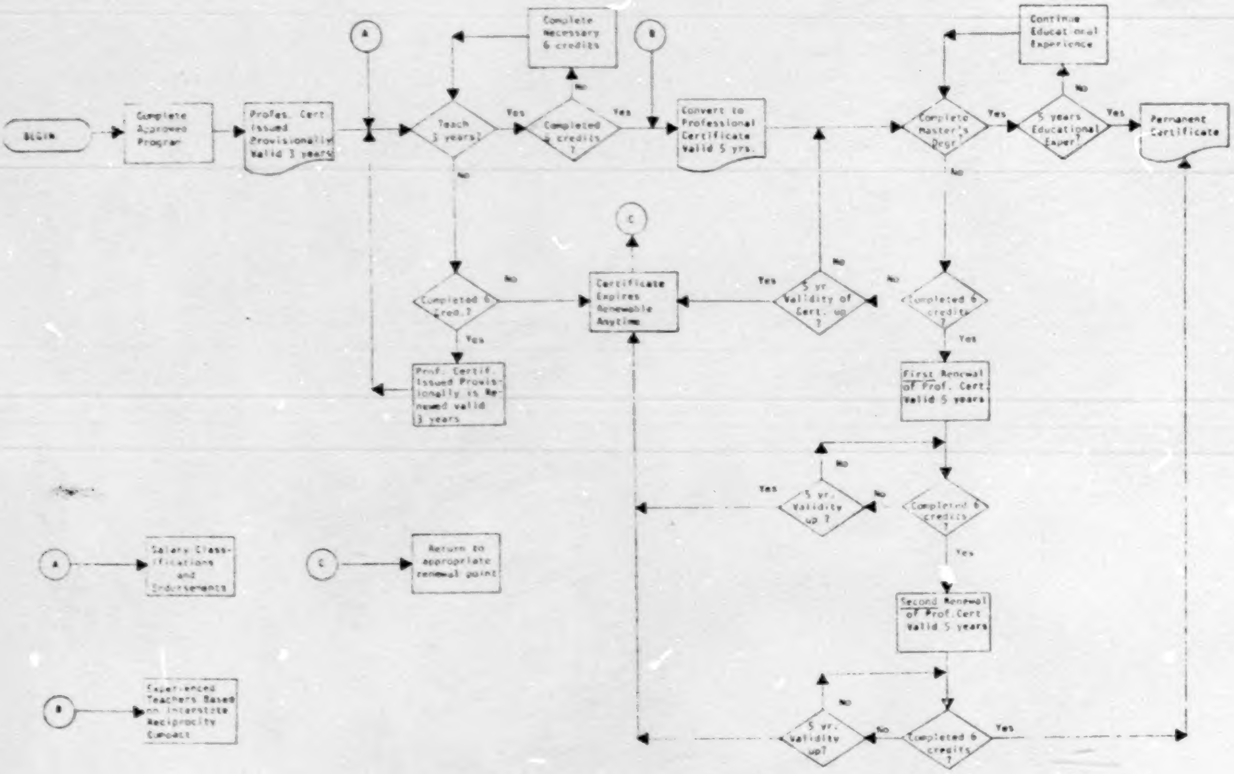
BEGIN
Complete Approved Program
Profes. Cert Issued Provisionally Valid 3 years
A
Teach 3 years?
Yes
No
Complete Necessary 6 credits
Completed 6 credits ?
Yes
No
B
Convert to Professional Certificate Valid 5 yrs.
Complete Master's Degr?
Yes
No
Continue Educational Experience
5 years Educational Exper?
Yes
No
Permanent Certificate
C
Completed 6 Cred.?
No
Yes
Prof. Certif. Issued Provisionally is Renewed valid 3 years
Certificate Expires Renewable Anytime
5 yr Validity of Cert. up ?
Yes
No
Completed 6 credits ?
Yes
No
First Renewal of Prof. Cert. Valid 5 years
5 yr. Validity up ?
Yes
No
Completed 6 credits ?
Yes
No
Second Renewal of Prof. Cert Valid 5 years
5 yr. Validity up?
No
Completed 6 credits ?
Yes
No
A
Salary Classifications and Endorsements
C
Return to appropriate renewal point
B
Experienced Teachers Based on Interstate Reciprocity Compact

Figure 3

OPERATIONAL MODEL OF THE ISSUANCE, CONVERSION, RENEWAL, AND PERMANENCE OF THE PROFESSIONAL CERTIFICATE

Eligibility Requirements for a Certificate

To be eligible for a Professional Certificate in West Virginia, each applicant must have successfully completed a teacher education program at:

1. A West Virginia institution that offers an approved program. Failure to apply at the time of graduation makes the student subject to changes in requirements should certification be desired at a later date;

2. An out-of-state institution which is located within a state which is a member of the Interstate Compact on Education Qualification of Educational Personnel and which has met the approved program requirements of that compact;

3. Any college or university having an approved teacher education program provided the applicant holds professional certification in a Compact State, has taught three (3) years within the last seven (7), one year of the three upon the certificate which he is seeking through reciprocity;

4. An out-of-state institution with a program the substantial equivalent of that required in West Virginia; OR,

5. In lieu of an approved program, satisfactory completion of the National Teacher Examination as indicated in the booklet, Licensure By Examination, 1975.

College Recommendation Prerequisite to Certification

A West Virginia college shall recommend for professional certification only those persons who have been graduated and who have satisfactorily completed the institution's program as approved by the West Virginia Board of Education. College graduation in an approved teacher education program and recommendation for a Professional Certificate are not synonymous. Students shall complete the major portion of the semester hours required by the college in professional education courses, including the culminating clinical experience, in the approved program of the recommending institution. An experienced teacher may be recommended without having completed the culminating clinical experience at the recommending institution if he has completed the major portion of the semester hours required in professional education at the recommending institution.

College recommendation shall take into consideration Chapter 18A, Section 3, Article 1, of the West Virginia School Law which reads...

> "A certificate to teach shall not be granted to any person who is not a citizen of the United States, is not of good moral character and physically, mentally, and emotionally qualified to perform the duties of a teacher, and who has not attained the age of eighteen years on or before the first day of October of the year in which his certificate is issued."

The issuance of an original certificate shall require (1) the recommendation of the dean or other designated official, in consultation with the supervisor of the clinical experience and the Chairman of the Department offering the specialization(s), (the recommendation is expected to reflect, in addition to the academic criteria, satisfactory performance on the part of the applicant in a typical classroom situation) and (2) an official statement that the approved program has been completed in full.

Substitution

A student, with the approval of the institution, may substitute one or more courses for a required course(s) provided the content and scope of the courses are substantially equivalent. Justification for the substitution of courses must be submitted with the application for a certificate and shall include: (1) identification of required courses and courses substituted, (2) authorization signed by the academic dean or his designate, (3) reason for the substitution. A person who has had three or more years of experience as a classroom teacher in a classified school may be excused from the culminating clinical experience (the whole or in part) provided:

1. The superintendent under whom the teacher last taught certifies that in his opinion, the teacher is sufficiently competent to be certificated without taking student teaching.

2. The college recommends the substitution of regular teaching experience for student teaching.

3. The applicant's three years of experience was in a classified school and in the specialization(s) and grade level(s) for which certification is desired. At least one of the applicant's required three years of experience must be within the five-year period immediately preceding application for certification.

Scholarship Requirements for Certification

To be recommended for certification, an applicant must have achieved a "C" average on the total hours attempted in the college or colleges attended; and on the total hours attempted in (1) residence at the institution making the recommendation; (2) the professional education program; (3) each specialization, and (4) the culminating clinical experience. Pass or Satisfactory is acceptable where the letter grading system is not used. In West Virginia colleges, the following uniform grading system was adopted June 20-21, 1950, as amended on August 15, 1958, and January 5, 1973.

A . . Superior
B . . Good
C . . Average
D . . Lowest Passing Mark
F . . Failure

I . . Incomplete
W . . Withdrew
WP . . Withdrew Passing
WF . . Withdrew Failing
FIW . . Failure Due to Irregular Withdrawal

"Quality point averages are based on the following quality point values for each semester hour of credit: "A"-4; "B"-3; "C"-2; "D"-1; and "F"-0. The quality point average is computed on all credit for which the student has registered with the following exceptions:

a. Grades of "W" and "WP"

b. A course in which a student earns a grade of "D" or "F", taken no later than the semester or summer term during which he attempts the sixtieth semester hour, may be repeated prior to the receipt of the baccalaureate degree, and the original grade shall be disregarded and the grade earned when the course is repeated shall be used in determining the student's grade point average. The original grade shall not be deleted from the student's record. Students who began college study prior to the fall semester of 1968 or students whose records include an original grade which was reactivated following the second repeat of a course must make application to the appropriate institutional authority to assure their coverage by this regulation.

The approved program of teacher preparation may permit the assignment of a pass-fail or satisfactory-unsatisfactory or equivalent evaluation for the culminating clinical experience or preservice laboratory experience phase of the professional education component; however, all such grades shall be disregarded in the computation of the student's grade point average for all certification purposes. Only the grades of "pass" or "satisfactory" are acceptable for certification and courses in which students receive any other grades must be repeated until this level of qualification is received. Institutional policy shall govern the practice of awarding credit and/or grades in courses other than the culminating laboratory experience and preservice laboratory experience. When credit is awarded as a result of demonstrated competency, all grades, if any for such credit, shall be disregarded in the computation of the student's grade point average for certification purposes.

Institutional policy pertaining to the removal of an "I" grade is in effect prior to graduation, but an "I" grade shall be computed as "F" if not removed before graduation.

Evaluation of Graduates

In compliance with the action of the West Virginia Board of Education on April 11, 1972, each teacher preparation institution shall submit to the Division of Professional Development Systems a procedure for the evaluation of teacher education graduates as part of the request for approval of its teacher education programs. In lieu of this action, institutions shall continue the use of the National Teacher Examination as previously required.